



THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF REFLEXIVITY IN STUDENTS AND THE ESSENCE OF PERSONAL FACTORS

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Abstract:

This article examines theoretical perspectives on the development of reflexivity and the impact of personal factors among undergraduates enrolled in English Language programs. Drawing on a comprehensive synthesis of scholarly perspectives, the study establishes the contributions of various scholars to establish a basis for the research. Through the lens of reflexivity, the study explores how participants perceive their own educational activities and the resulting outcomes of their self-evaluation. Furthermore, the article provides a detailed analysis of reflexivity levels, encompassing critical thinking, self-appraisal (including constructive dissatisfaction), and the drive for continuous inquiry, alongside key professional and personality traits.

Keywords: reflection, personal factors, professional characteristics, personality traits, critical thinking, imagination, education, development.

INTRODUCTION

According to research conducted in our country, reflexive skills help determine the essence of behavior and, combined with components of thinking significant to the individual, manifest as a leading activity during the resolution of effective situations. Reflexive thinking serves as a necessary element due to the diversity of functions it performs in behavior, its service in regulating actions, and its significance in implementing educational processes.

The research results of several scholars carry particular importance as the theoretical foundations of this study. Through reflection, the attitude of participants in the educational-upbringing process toward their own activity is coordinated. Corresponding to the form and content of collaborative activity, the reorganization of said activity is ensured. Scientific inquiries - such as A.S. Obukhov's views¹ on studying pedagogical reflection as the basis for increasing professional mastery; N.A. Kornilova's work on developing pedagogical reflection as a condition for preparing future teachers for professional activity²; G.S.

Pyankova's study on the role of professional reflexivity in training future educators³; T.F. Usheva's research on the process of developing reflexivity in the professional activities of students and teachers⁴; and A.A. Shemshurin's focus on the problem of developing reflexive abilities in youth⁵ - are all dedicated to the necessity and relevance of developing reflexivity during the implementation of professional activity in education. Reflexivity in the Context of English Language Instruction.

An analysis of the literature studied regarding the research showed that, until now, there have been no studies specifically dedicated to the development of reflexivity in English language students. According to the essence of modern requirements placed on the field of pedagogy, it includes educational characteristics such as transforming reading and

кандидата психологических наук / Н.А.Корнилова. – Кемерово, 2009. – 285 с.

³ Пьянкова Г.С. Личностная и профессиональная рефлексия: психологический практикум / Г.С.Пьянкова. – Красноярск: 2012. – 125 с.

⁴ Ушева Т.Ф. Педагогические условия формирования рефлексивных умений студентов в учебном процессе вуза: Дисс.. канд.пед.наук. – Иркутск. – 2009. – 184 с.

⁵ Шемшурин А.А. Развитие рефлексивных способностей младших подростков. Дисс. ...канд. психол. наук. – М.: 2005. – 172 с

¹ Обухов А.С. Рефлексия в проектной и исследовательской деятельности / А.С.Обухов // Исследовательская работа школьников. – 2005. – № 3. – С. 19-38.

² Корнилова Н.А. Формирование профессиональной рефлексии будущего специалиста: диссертация...



learning into a personal type of activity for English language students, systematically and continuously increasing field-specific knowledge, and harmonizing theoretical knowledge obtained in higher education institutions with practical experiences. In the process of reading and teaching, understanding and making understood, the self-improvement of the future English language teacher plays an important role. An English language student must, first and foremost, be able to address themselves. They must be able to foresee their inner world, the factors driving their actions, and the causes and consequences. Specifically, English language students must be able to perceive and fully analyze themselves and pedagogical processes. To meet these requirements, students must first develop reflexivity within themselves.

The fact that reflection, as a phenomenon - its nature, uniqueness, potential in developing education, and internal structure - is vital for the practice of organizing lesson processes based on the requirements of the modern educational system has been proven in many studies. The study of the essence and specific aspects of reflection is conducted at various levels. We study the significance of these levels by dividing them into types such as theoretical, methodological, and practical. Furthermore, studying based on this approach allows for the determination of the forms in which reflection manifests among specialists belonging to various classifications.

The Role of the Specialist and Social Interaction Reflection is viewed as a criterion in evaluating the quality of activity of individuals related to the field of education and upbringing. Consequently, a specialist with a high level of reflexivity will possess high skills in critical thinking, self-dissatisfaction, and the striving to be in a state of constant inquiry. By nature, constant social activity is required of English language students as future educators. It is well known that a pedagogue remains in constant communication with students, colleagues, and parents regarding their service duties during the active part of every working day. Every form of this communication is two-sided, where one always participates in the status of listener and speaker. These communications take on positive significance in professional activity, necessitating a high level of reflexive mastery. This ability creates the opportunity for students to:

- analyze their ethics and actions during the educational process;
- prevent problematic situations that may arise through relationships among peers.

View their practical actions with a critical eye and engage in thinking. Identify and correctly evaluate defects and achievements in their methods and styles of mastering lessons. Understand the scope and level of educational, upbringing, and social tasks. Form a mechanism of activity that positively influences themselves. It can be emphasized that reflection is not only an evaluation of one's own activity and the educational, upbringing, and social actions performed, but is also a quality that allows for determining how others perceive them. One who can engage in reflexive self-analysis perfectly understands the organized pedagogical processes while simultaneously improving consciously. Taking into account that this specific interpretation of reflection is of great importance in the activity of English language students, the significance of analytical-critical phenomena occurring consciously in organizing lesson processes at educational institutions is studied.

Psychological Aspects and Personal Development Many researchers believe that in reflection during thinking, a person's imagination regarding that same person is reflected. On the contrary, while a person analyzes their actions, they discover the formation of new qualities within themselves and skills that were acquired but lacked sufficient opportunity to emerge until now. English language students gradually perceive new components of their thinking and imagination. However, this includes characteristics of sorting tasks intended to be solved versus those unsolved, the necessary and unnecessary strivings in thinking, perceiving new facets of surrounding objects and events, and conducting reasoning through symbols. Thinking and imagination are important concepts for lesson processes in educational practice. While organizing educational-teaching activity, reflection is considered the subject's skill in separating the important from the unimportant, analyzing, and turning thinking into their own type of activity. Researchers such as P.Ya. Galperin, V.L. Danilova, and B.D. Elkonina⁶ emphasize that there is a mutual connection between all thoughts and actions involved in the human phenomenon of reflection⁷.

In scientific sources where these hypotheses are illuminated, it is noted that while a person investigates

⁶ Обухова Л.Ф. П.Я. Гальперин среди современников // Вопросы психологии. 2014. № 2. С. 65-75.

⁷ Семенов И.Н. (2017). Персоналистическая рефлексия жизнетворчества П.Я. Гальперина / Вестник Московского университета. Серия 14. Психология, (2), 3-29. <https://doi.org/10.11621/vsp.2017.02.03>



themselves, intellectual phenomena such as learning, becoming acquainted, knowing, understanding, perceiving, thinking, reasoning, concluding, and evaluating all occur in a constant sequence. Simultaneously, it is noted that the incompleteness of one prevents the sufficient realization of another intellectual phenomenon. As English language students develop reflexivity in their activities, the formation of personality traits occurs alongside professional characteristics. Specifically:

Their sensitivity toward the reality associated with educational-upbringing processes increases; as a result, they quickly detect any shortcomings or mistakes made by themselves and form the quality of taking measures to eliminate them.

Impartiality in evaluating their own educational activity increases. Because of reflection, their evaluation based on criteria requirements increases as they view the process through the eyes of participants: peers and classmates. This means the student's imagination regarding their activity and themselves as a person becomes enriched.

The trait of intolerance toward shortcomings is formed. Students achieve pedagogical culture through a reflexive environment. Professional Competence and Social Intelligence Reflexivity is formed as a reflection of the knowledge, skills, abilities, and personal traits shaped in a pedagogical environment. As a result of highly developed reflection, professional pedagogical competence is formed.

Reflection is a necessary quality for every person who strives to build their activity based on plans covering the near future and long-term prospects. A person reasons within the framework of instances and subjects they know, understand, and perceive; therefore, the breadth of the circle of perceived subjects determines the level of a person's reflexive mastery. A group of scholars has proven in their research that reflexive ability is dependent on human intelligence, understanding, and the level of perception of events and phenomena. As J. Locke emphasized, reflection is a "botanical analysis" where human thinking is fully mobilized; in it, psychological actions such as a person's feelings, knowing and understanding, perceiving and concluding, decision-making, and determining prospects are aimed at learning lessons from occurred events⁸.

⁸ Милованов К.Ю. Социально-философская доктрина и педагогические взгляды Джона Локка // Проблемы и перспективы развития образования в России. – №4. 2017. – С.18-25.

Consequently, for English language students, pedagogical activity means a deep penetration into the systemic complex of social society. Developing reflection in the process of preparing for this professional activity requires the formation of personality traits so that the mutual relations between the individual and social society are effective on both sides. According to A.A. Bodaleva, professional reflection in pedagogical activity differs from reflection necessary for other fields in three aspects: obtained knowledge, acquired skills, and the integral connection of learned experience to the level⁹. Reflection effectively continues teacher-student relations, directing professional mastery - the learner's knowledge, skills, understanding, and perception - toward the object. It also ensures variability depending on the lesson type and the increasing complexity of the subject matter.

Research Methodology and Determinants In accordance with the set tasks of this research, personal factors were also studied during the development of reflexivity in English language students. It is worth noting that it also reflects the processes of identifying determinants in the development of reflexivity and studying the reflex dynamics of professional activity. This approach solves problems related to the preparation of future English language teachers. Simultaneously, reflexivity regarding the development of personal factors while studying at the university was identified. Specifically, in the general idea of the research, there are a number of goal-oriented personal factors such as professional activity and motivation, empathy, and social intelligence during the development of reflexivity in English language students.

1. Personal factors are connected with an important structural component in professional development. During the educational process, as professional activity develops, personal factors such as social intelligence and empathy develop progressively.

2. Reasoning toward professional activity decreases due to a drop in motivation during the educational process. In the final year of study, the development of reflexivity intensifies within the framework of practical professional activity and its analysis.

3. The results of developing professional activity while taking personal factors into account include a step-by-

⁹ Бодалев А.А., Ганжин В. Т., Деркач А.А. Человек и цивилизация в зеркале акмеологии // Современные проблемы смысла жизни и акме. – Самара. ПИ РАО. 2002. – С. 13-42.



step approach in meaningful reasoning: identifying reflexivity in the development of students' professional activity during lessons; identifying the connection between the development of students' professional activity and their personal factors through experimental research; identifying the reflex dynamics of professional activity development at various stages of university study; and developing and testing a special pedagogical program for the development of professional activity and reflection in students.

In the theory of the research, the scientific principles of reflexivity were described in the works of scholars such as A.Rybalko¹⁰ and V.A.Metayeva¹¹, and the theory of reflexivity taking into account professional competence activity approaches was described by Yu.V.Kusheverskaya¹² and A.V.Karpov¹³. These include:

- professional activity development and an individual systemic approach¹⁴.
- person-oriented approaches to student professional training and reflexivity¹⁵.
- the subject-activity approach¹⁶.

The following methods were used in conducting the research:

1. Theoretical methods - analysis of foreign and local pedagogical literature based on synthesis and generalization.

2. Empirical research methods - observation of participants, active study, work activity analysis, and identification work based on methods for determining experimental results.

3. Data processing methods - analysis of qualitative and quantitative data (using Pearson's X test).

CONCLUSION

In conclusion, English language students must be able to observe professional activity in a reflexive environment, understand it in a timely manner, quickly perceive the core essence of objects and events, and make appropriate decisions. Furthermore, it is of great importance that they possess personal and professional qualities such as quickly receiving and analyzing any data or information, accepting any point of view or hypothesis as information, performing tasks without shortcomings, and being exemplary in communication. Reflection increases the culture of communication among all individuals encountered in the professional and social activities of English language students, including their group and classmates. Reflection serves the student's interest in their chosen direction as a specialist and opens the doors of opportunity as a future pedagogue.

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¹⁰ Рыбалко, Л. А. Социально-психологический тренинг как фактор развития личности студента педагога-психолога / Л. А. Рыбалко - Пенза, 2006. - 78 с.

¹¹ Метаева В.А. Развитие профессиональной рефлексии в последипломном образовании: методология, теория, практика: дис. ... д-ра пед. наук: 13.00.08. – Екатеринбург, 2006. – 357 с.

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¹⁵ Сластенин В.А. Педагогика: учеб. пособие для студ. высш. пед. учеб. заведений / В.А.Сластенин, И.Ф.Исаев, Е.Н.Шиянов; под ред. В.А.Сластенина. – М.: Академия, 2002. – 576 с.

¹⁶ Абульханова-Славская К.А. Субъект и субъектность: проблема определения качеств // В кн.: Развитие психологии в системе комплексного человекознания / отв.ред.: А.Л. Журавлев, В.А.Кольцова. – Ч. 1. М.: Институт психологии РАН, 2012. – С. 49-62.



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