



IRSTI 14.35.07
Scientific article

<https://doi.org/10.32523/3080-1710-2025-150-1-8-25>

Reflexivity as a personal resource of future teachers

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Abstract. The study of reflexivity as a personal resource for future educators is the focus of this article. The study presents the notions of reflexivity and reflection, and it outlines the significance of reflexivity for a prospective teacher's career. The findings of A.V. Karpov's survey, which assessed the reflexivity of prospective instructors at L.N. Gumilyov Eurasian National University, are reported.

There is a connection between the levels of reflection that are common among young teachers and their level of reflexivity. The writers of the paper assessed how much future teachers' reflexivity is developing and examined the state of affairs. The authors carried out the diagnostics of reflexivity survey, which was intended to gauge the level of development of a trait as personal as reflexivity. The research technique is based on the analysis and generalization of the works of foreign experts on this topic, which identifies the main ideas and definitions. The article also takes into account the unique qualities of reflexivity as a personal tool for future teachers. The findings of this research demonstrate that students' reflexivity levels range from moderate to high and there are subtleties to take into account regarding the degree of reflexivity. While a large percentage of students acknowledge that they occasionally act impulsively and make careless choices, many also reflect carefully about their actions and how they affect other people.

Key words: reflection, reflexivity, personal resource, future teachers.

Received: 10.07.2024; Revised: 13.02.2025; Accepted: 13.03.2025; Available online: 30.03.2025

Introduction

These days, teachers' main responsibility is to help students develop their ability to navigate a large flow of information, their ability to work under various conditions, and their ability to select models and strategies for solving a variety of problems. This is because educational standards are changing quickly and there are new requirements for students to learn in the subjects studied. It goes without saying that a teacher prepared to quickly adjust to the changing needs of society is essential to modernized education.

Future educators can benefit greatly from reflexivity as a personal resource since it enables them to identify their own strengths and limitations, be adaptable and flexible in their job, and enhance their teaching abilities.

By practicing reflexivity, educators can see their own errors and shortfalls, find solutions, and advance their careers. Additionally, reflexivity enables them to take constructive criticism well and use it to their work to raise the standard of instruction.

In order to continuously improve and adjust to the requirements of their pupils, future educators must constantly reflect on their work. They can find opportunities for improvement and make the required changes by reflecting on their methods of instruction, strategies for managing the classroom, and interactions with students. To further foster a more welcoming and fair learning environment for all students, it is imperative that aspiring educators examine their own prejudices, preconceptions, and assumptions. They may improve as educators and better meet the varied needs of their students by reflecting on themselves and asking for input from peers, teachers, and students.

Teachers' daily routines can benefit from including reflection techniques to help them stay inspired and motivated in their profession. They can continue to advance their careers and have a beneficial influence on the lives of the students by pausing, reflecting, and learning from their experiences. In summary, adopting a mentality of ongoing reflection and development as aspiring educators is crucial to developing practice excellence and supporting student achievement.

The lack of focus on reflexivity in the teacher education program may be one of the issues with reflexivity studies for aspiring teachers. Teachers typically focus more on gaining specific knowledge and teaching techniques, but they sometimes neglect or don't have the time or resources to grasp and develop reflective abilities.

Another issue is the dearth of clear frameworks or criteria for fostering reflexivity in future teachers. Because of this, distinct approaches and methodologies may be used by various institutions or training programs, which could result in graduates' degrees of reflexivity growth being heterogeneous.

Moreover, one further factor that may hinder the development of reflective skills in future teachers is a lack of guidance and assistance from more seasoned educators or administrators. In the absence of constructive guidance, support, and criticism, graduates of training programs may have challenges in cultivating their reflective abilities.

The aim of this paper is to define the current situation of reflexivity of future teachers.

Literature review

The review of the literature on the subject revealed that different academics think reflexivity is a valuable personal tool that aspiring educators can use to enhance their efficacy and competence in the workplace.

Continuous growth, progress, and self-improvement in all facets of professional activity define a successful modern teacher. In this context, young teachers' preparedness and capacity for reflection are crucial. Due to the authors, pedagogical reflection propels the teacher toward new professional activities and fosters the research and creative processes [1].

Science has examined the phrase "reflection" in the history of scientific cognition, with studies conducted in the natural sciences, philosophy, psychology, and sociology. This multidisciplinary category has its roots in philosophy and originally described a person's conscious contemplation of their inner thoughts. The idea of reflection evolved and became more sophisticated as society and philosophy advanced. This was largely made possible by the European philosophers of the 16th and 17th century. Rene Descartes described reflection as the capacity of an individual to focus on the content of their own thoughts while distancing themselves from their environment and bodily sensations [2]. The writings of English philosopher John Locke served as the impetus for the scientific investigation of reflection. He considered introspection to be an individual's inner experience and the most significant and fundamental source of knowledge [3]. Psychologists have studied reflection for a far shorter period of time than philosophers have studied the same idea. Reflexivity was the first context in which reflexive mechanisms were used to enhance self-awareness.

The method of "looking inward" and deciphering one's inner mental experience through the psychic essence of consciousness was considered to be possible with reflexivity [4].

Discussions surrounding the terms "reflection," "reflective thought," and "reflective thinking" date back to 1904, when John Dewey asserted that a person with high ethical standards would view professional efforts as experimental and consider their actions and outcomes. Dewey defined reflection as the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" [5]. His main claim is that reflection is an intentional, active cognitive process involving a number of connected ideas, including a person's fundamental knowledge and beliefs.

C. Day and G. Qing in their article note that 'teaching is a demanding career that requires a constant juggling act, making resiliency and adaptability critical to teacher survival' [6]. Reflection plays a critical role in aiding teachers to manage these demands [7].

In the realm of education, reflective practice is now widely recognized as an essential part of continuous professional growth. Reflective practice helps us identify the reasons behind our actions, as well as their implications and underlying assumptions. 'In higher education, reflective practice has become a dynamic, participatory, and cyclical process' [8] that fosters the professional and personal development of educators [9].

Reflective practice can be very helpful for teachers to explore and share newly learned material, as well as lived experiences and current events. As they progress in their profession, educators are always encouraged to employ reflective reflection to get a deeper understanding of their own knowledge and practice.

Reflective practice is actually now a major component of teacher preparation programs (e.g., Shek et al., 2021; Childs and Hillier, 2022; Ruffinelli et al., 2022) since it can assist future teachers in evaluating their own methods and acquiring pertinent competencies as needed [10].

Teachers' processes of personal self-development are optimized when they possess a high degree of reflexivity. In addition, a low reflexivity level severely limits the teacher's capacity for professional growth and self-discovery. Due to their inexperience, young teachers who are just beginning their careers require a larger degree of reflexivity growth.

The highest level of productivity and efficiency in pedagogical activity can only be achieved by teachers whose reflexive capacities have developed to a high degree and are realized in their professional activities. One personality trait that makes it possible to reflect on several aspects of one's life, including both professional and interpersonal interactions, is reflexivity [11].

S.Y. Stepanov emphasizes the concept of reflective competence, which refers to a person's ability to reflect on their professional action. For future full development and self-improvement in professional activity, such reflective competence involves awareness, which offers a valuable opportunity to rethink and overcome stereotypes of one's own thinking and generate new meanings, new content of consciousness.

When viewed as a component of an individual's professional excellence, reflexive competence allows reflexive activity to contribute to the best possible outcome. As a result, the processes of personal growth are guaranteed, exposing the creative potential of job prospects [12].

Several elements make up the structure of pedagogical reflection: - reflective component concerning organizational-regulative aspects, goals, tasks, and norms of pedagogical activity; - reflective component concerning communicative aspects, social interactions, interpersonal relations, and various socio-psychological phenomena; - reflective component concerning cooperative aspects, ways and means of forming successful relationships with students; - reflective component concerning educational-intellectual aspects; - motivational and personal aspects, reflective reflection regarding the psychological qualities of the teacher's personality, his motives, goals, and attitudes.

According to H.B. Garrido, in order to meet the demands made on all levels of professional training, basic science education has been and continues to be a research area that unites all cultures, all of which, in one way or another, orient and direct their students toward acquiring the bare minimum of skills required to advance to professionally in accordance with market demands [13].

Due to Iglesias-Sobero, the reflective approach provides teachers' work with more assurance by nourishing it with workable materials. With this method, teachers can take a critical look at their attitudes, beliefs, and methods of instruction. This enables them to recognize circumstances that require alterations, reformulations, and enhancements, so as to establish a link between individuals, occurrences, and the institutional, social, and cultural environment.

Self-evaluation aids in problem solving, goal achievement, and meeting the demands of a society-focused education. Reflection aims to build a bridge between the subject and its context. 'Professional competence requires a good capacity for reflection, which can occur at any time in relation to a conflictive, unique, uncertain or extraordinary scenario [14].

Since it necessitates a methodical examination of their work and research on their professional issues from many didactic vantage points, reflection is an effective instrument in

both the practice of teaching and the professional growth of teachers. Through ongoing practice revision, the reflective teacher is willing and able to address the tensions that arise in their professional life.

Scholars M.B. Navaro and P.F. Martinez claim that the teacher is a practical professional, as evidenced by his quick decision-making, ability to deal with practice-related difficulties, and belief in the significance of actions in the face of success. Therefore, it is advantageous to approach a teacher's professional development as a process of developing reflective habits, learning from his actual teaching experience, and developing new behavioral patterns that enable him to resolve the problems that inspired his analysis [15].

Being aware of one's own thought processes and taking into account outside sources are necessary for being a reflective teacher; transparency in this process helps. Reflective teaching, then, involves thinking back on one's instruction to develop a judgment on the efficacy of instruction and the outcomes for students. It is predicated on and demands that one examine their beliefs of teaching and learning, how well these theories fit the classroom, and how critically they evaluate the experiences of students, teachers, and the class as well as their triumphs and failures [16].

Shawn R. Simonson, Megan Frary, and Brittnee Earl in their article 'Teaching Excellence through Mindful Reflection' consider that gathering information about teaching and learning, analyzing it critically, and drawing conclusions about teaching and learning are all part of being a reflective teacher. Gathering, documenting, and evaluating the events that transpire during the planning and execution of a course enables the instructor to progress from merely imparting knowledge to comprehending and molding their instruction and the educational journey of their students [17].

Comprehending the student experience enables the educator to make knowledgeable, suitable, and beneficial pedagogical, interpersonal, and teaching choices [18].

For teachers to grow professionally and be effective in the classroom, reflexivity is essential.

The following are some crucial facets of reflexivity's function in education:

1. Self-awareness: Through reflexivity, teachers can become more conscious of their own prejudices, assumptions, values, and beliefs that may affect the way they teach. Teachers can make better decisions and modify their approach to better meet the requirements of their pupils by having a better grasp of their own viewpoints.

2. Constant improvement: Through reflexivity, educators can evaluate the efficacy of their methods, consider how they might be improved, and make the required changes to improve the learning results for their students. It motivates educators to ask mentors, students, and colleagues for feedback so they can keep refining their teaching strategies.

3. Critical thinking: Critical self-reflection is a component of reflexivity, and it aids educators in thoughtfully and impartially analyzing their choices, behaviors, and beliefs. It enables teachers to investigate novel concepts, challenge accepted wisdom.

4. Relationship building: Teachers can forge closer bonds of trust, empathy, and understanding with their pupils by practicing reflexivity.

5. Professional development: Teachers' continuous professional development is greatly aided by reflexivity. They can pursue chances for professional growth, participate in lifelong

learning, and stay up to date on the latest developments in education thanks to it. Teachers can continually improve their abilities and knowledge to become more successful instructors by engaging in self-reflection and self-evaluation.

The review of literature on the reflexivity made it possible to conclude that teachers' reflexivity plays a variety of roles that are crucial to encouraging reflective teaching practices, advancing student learning, and advancing the quality of education as a whole. However, despite many published works on the issue of reflexivity, the development of reflexivity skills of prospective teachers is still not sufficiently considered. Therefore, we decided to investigate the reflexivity level of prospective teachers, as their further development depends on their level of reflexivity. The research question guiding this study is as follows: "To what extent is the reflexivity level of prospective teachers developed?"

Research Methodology

The empirical part of our research was carried out at L.N. Gumilyov Eurasian National University. Forty-eight students majoring in "Pedagogy and Psychology" and "Two Foreign Languages" participated in the study.

We used A.V. Karpov's methodology (survey) for assessing reflexivity to conduct diagnostics and ascertain the future teachers' level of pedagogical reflection formation [19]. This survey was aimed at measuring the degree of the reflexivity level among students. The survey was disseminated via Google Forms. The survey consists of 27 questions presented as scales with response options varying from "absolutely wrong" to "absolutely correct".

Survey participants were asked to rate how closely each statement relates to their typical behavior as part of the research. They selected the option in the answer form that best represents typical behavior for each judgment and marked it. A seven-point grading system was used to assess judgments (1 absolutely correct, 2 absolutely wrong, 3 correct, 4 don't know, 5 rather correct, 6 rather wrong, and 7 absolutely wrong).

Results and discussions

It can be seen from Table 1 that after reading a book, the majority of students (41,7%) strongly think that they should talk about it with someone. This pattern is seen through other answers where "correct" and "rather correct" both got 20,8% of responses.

There is a different pattern when it comes to the second question. While 29,2% of respondents rather agree with sometimes saying the first thing that comes to mind, 20,8% actually think this is a wrong statement. Overall, with answers such as "absolutely wrong" and "rather wrong" getting 16,7% and 12,5% respectively, it can be said that students are thoughtful when it comes to forming responses to questions.

This statement is proved in the next question, where 25% of students strongly agree that they usually mentally plan the upcoming business call. 20,8% for "correct" and 25% for "rather correct" again shows the necessity for planning beforehand.

Table 1**Distribution of answers**

Statement	absolutely correct	absolutely wrong	correct	don't know	rather correct	rather wrong	wrong
After reading a good book, I always think about it for a long time afterwards; want to discuss it with someone	41,7	4,2	20,8	8,3	20,8	4,2	–
When someone suddenly asks me something out of the blue, I can say the first thing that comes to my mind	8,3	16,7	8,3	4,2	29,2	12,5	20,8
Before picking up the business call, I usually mental plan the upcoming conversation	25	4,2	20,8	4,2	25,0	12,5	8,3

Students seem to be reflexive when it comes to making mistakes as 29,2% of them chose “rather correct” and 20,8% chose “absolutely correct” for the statement “After making a mistake, I can’t get it off my mind”.

More than half of the respondents, as shown the in Table 2, are relating to the idea of tracing back to the beginning of the thought process in their minds. Despite that, 20,8% chose “don’t know” as an answer that may be a sign of incomprehension of their own thought process.

There is also a split in answers when it comes to the third statement. Most of the respondents tend to stay positive and rather not think about difficulties of a task while starting it.

Table 2**Distribution of answers**

Statement	absolutely correct	absolutely wrong	correct	don't know	rather correct	rather wrong	wrong
After making a mistake, I can't get it off my mind	20,8	4,2	16,7	8,3	29,2	8,3	12,5
When I think or have a conversation with someone, I sometimes start to wonder what was the trigger for the thought trace	4,2	12,5	29,2	20,8	20,8	12,5	–
When starting a difficult task, I try not to think about upcoming difficulties	4,2	16,7	16,7	12,5	25	8,3	16,7

Details are as much as important for respondents as the final goal of an activity, with people choosing all of the “wrong” options as top choices.

Even though the top choice for the second statement is “wrong” with 29,2%, there is a pretty even distribution between all of the answers. It shows us the difference in how people process others’ emotions.

At the same time respondents tend to be putting themselves in another person’s place as it’s shown in Table 3. With that, all 3 variants of “correct” options are most popular choices.

Table 3

Distribution of answers

Statement	absolutely correct	absolutely wrong	correct	don't know	rather correct	rather wrong	wrong
The main thing for me is to visualize the final goal of my activity, details are secondary to me	–	16,7	12,5	12,5	16,7	20,8	20,8
Sometimes I can't understand why someone is upset with me	16,7	16,7	12,5	20,8	–	20,8	29,2
I often put myself in another person's place	16,7	12,5	16,7	12,5	33,3	4,2	4,2

There is a significant number of respondents (more than 50% in total) who are relating to the idea of visualizing the progress of upcoming work, with only 8,3% of people who chose “absolutely wrong” as an answer.

Planning an e-mail in advance seems to be not so common among students as 20,8% and 16,7% chose “wrong” and “absolutely wrong” respectively.

Reflecting on failure or thinking about the reasons that caused them, again, seems like a rare concept among respondents. This idea comes from the fact that more than 50% of people chose variations of “wrong” option as it’s seen in Figure 1.

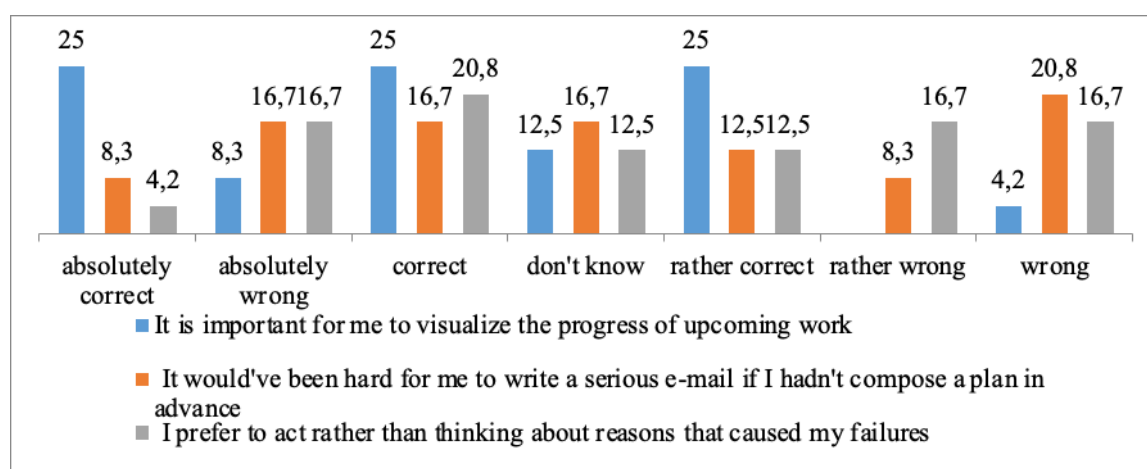


Figure 1. Distribution of answers

Buying something expensive is more of a rationalized thought for some respondents as it's seen on Figure 2. 25% of them are disagreeing with the fact that buying something expensive comes off as easy, while 20,8% chose option "correct". Overall, there is a pattern of rather disagreement with the statement.

Respondents show a decent level of reflexivity when it comes to going over ideas in their minds as 37,5% of them chose option "correct" and 16,7% of them option "absolutely correct".

Worries about future are definitely present as only 12,5% of respondents in total chose options "absolutely wrong" and "wrong".

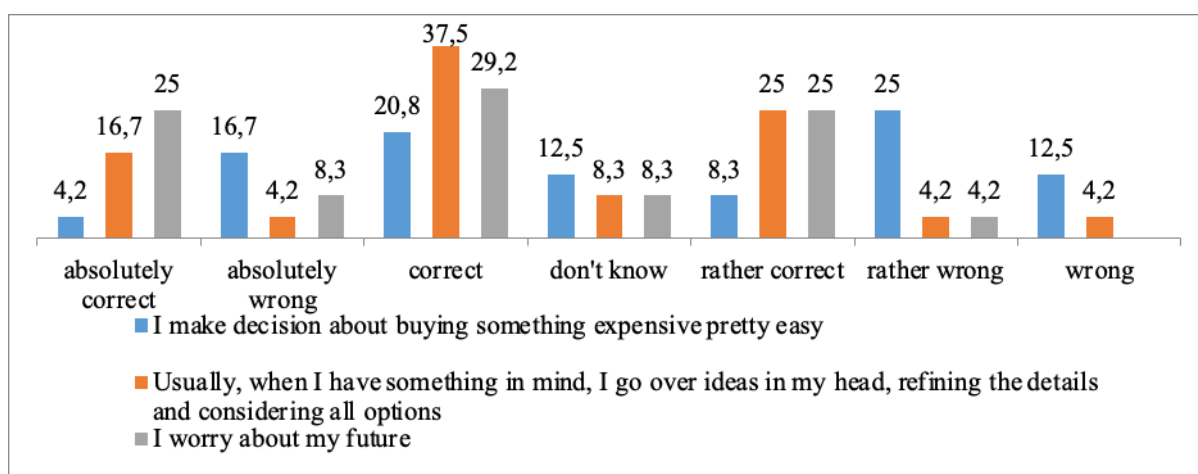


Figure 2. Distribution of answers

There is a common disagreement with acting with the first thought in mind as "rather wrong" and "wrong" are top choices with 29,2% and 20,8% respectively. Despite that, there is 8,3% of respondents who strongly agree with the statement.

Even though there is rather a disagreement with acting impulsive as shown in the previous question, more than 50% of respondents are agreeing with sometimes making thoughtless decisions.

It can be seen in Figure 3 that people are likely to continue mental conversations in their heads as again, more than 50% of people relate to the statement with different levels of agreement.

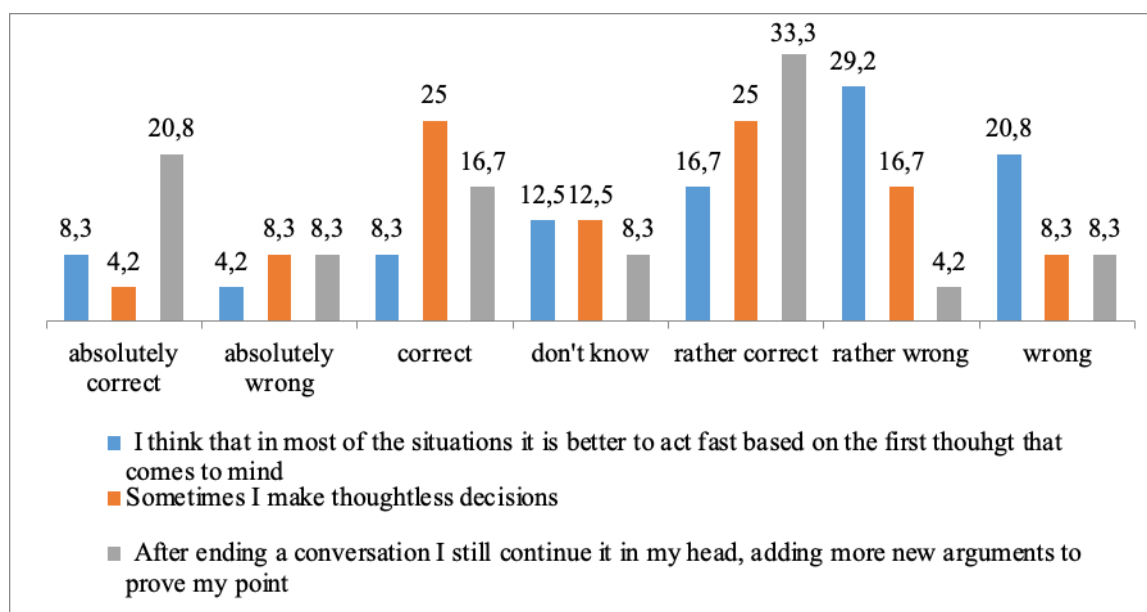


Figure 3. Distribution of answers

An interesting pattern is shown in the next question as “correct” and “wrong” got the same number of answers – 20,8%. This shows that respondents are divided on the opinion of blaming themselves when having a conflict.

Survey displays that respondents are cautious when it comes to making a decision, as they chose “rather correct”, “correct” and “absolutely correct” as top choices for the second statement in Figure 4. Additionally, there is only 4,2% of people strongly disagreeing.

The third statement on the bar plot caused confusion among students as “don’t know” is the top choice with 29,2% of answers. This means that respondents are not able to fully process whether the cause of conflict was because of their own inability to predict others’ reactions.

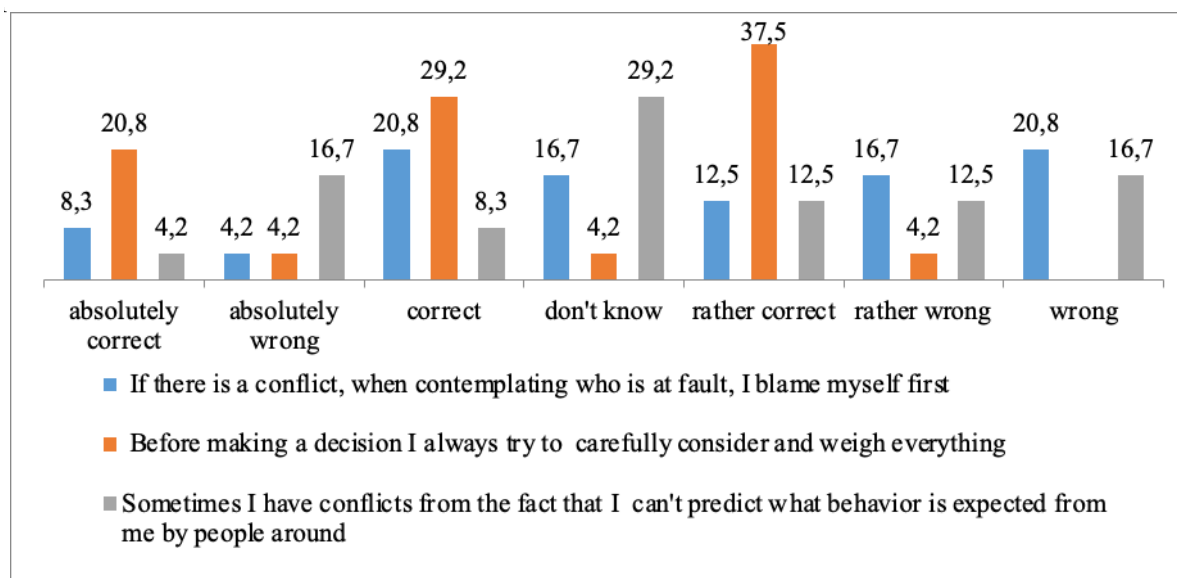


Figure 4. Distribution of answers

Both “absolutely correct” and “rather correct” got 20,8% with people agreeing on the fact that they have mental dialogs with people whenever they think of a conversation with them.

There is a strong disagreement that comes to the statement “I try not to think about what kind of thoughts and feelings are caused by my actions among other people” as “rather wrong” and “wrong” got 25% of responds, while “absolutely wrong” got 12,5%. It shows that most of the respondents tend to think about the consequences of their behavior.

Lastly to Figure 5, 37,5% of people are agreeing with considering other’s feelings before making a remark to them. It confirms previous statements, as only 8,3% of people disagree with this question.

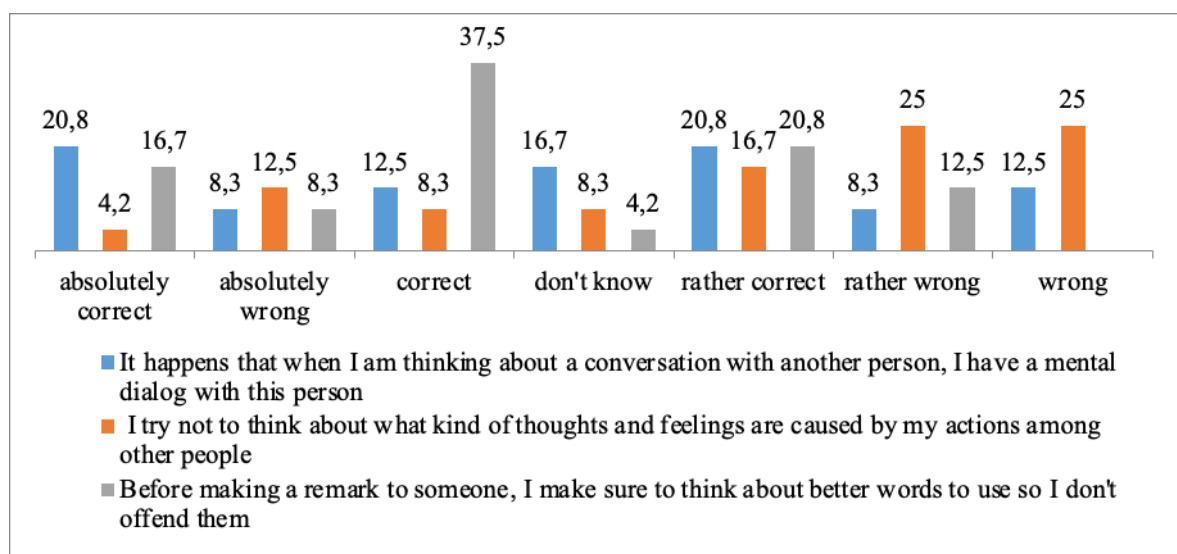


Figure 5. Distribution of answers

Respondents tend to focus on a difficult task, even when they are doing other things as 41,7% and 20,8% chose “rather correct” and “correct” as an answer (Figure 6).

Additionally, to that, students are likely not to consider themselves guilty after an argument. Thus, 33,3% of respondents think that statement is “rather wrong”. Despite that, both “correct” and “wrong” got the same percent of answers – 16,7.

25% of respondents do rarely regret something they said, while 16,7% of them agree with the statement. The uneven distribution displays the split between students, where 12,5% show strong disagreement.

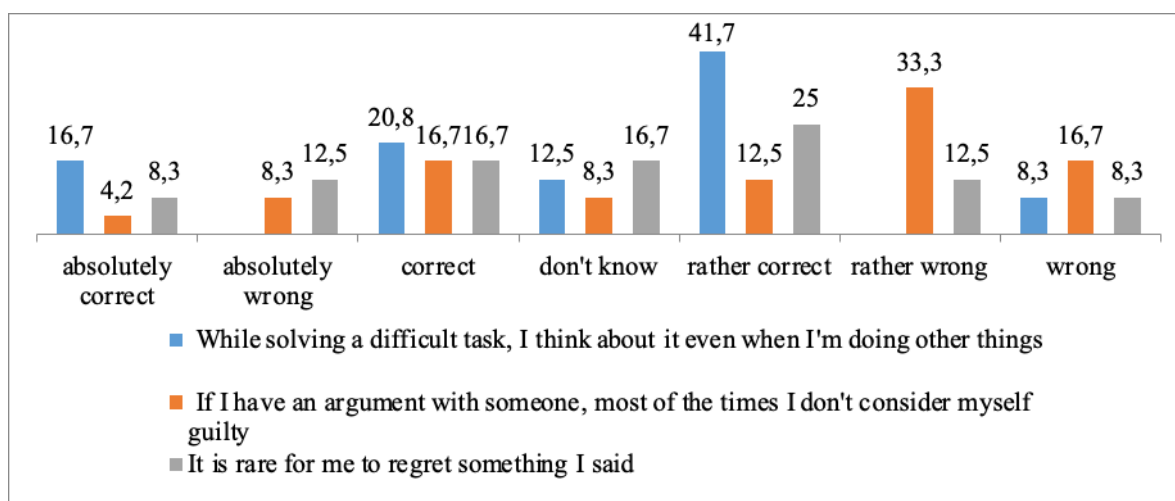


Figure 6. Distribution of answers

The survey results reveal that students demonstrate a moderate to high level of reflexivity. They tend to show thoughtful behaviors such as discussing books after reading, mentally planning tasks, and reflecting on their mistakes. This tendency towards reflection is supported by their responses indicating that they often consider the progress of their work and visualize future tasks. However, there are nuances to consider when it comes to the level of reflexivity. While many students think deeply about their actions and their impact on others, a significant portion also admits to occasional impulsivity and thoughtless decisions.

According to the results, students try to put themselves in others' person shoes, which suggest such concepts as empathy and social awareness. Despite this, there is a notable split in how they perceive their own fault in conflicts.

This mixed pattern highlights the complexity of reflexivity. We can say that that individual differences play a significant role in how students engage in reflective thinking.

The purpose of Karpov's Reflexivity Questionnaire is to assess an individual's and, in our example, future teachers' degree of reflexivity growth. In this context, reflexivity is defined as the capacity for introspection, self-criticism, awareness of one's own behaviors, ideas, and emotions, as well as the ability to learn from past experiences and apply those lessons to one's future endeavors. A variety of questions in Karpov's reflexivity questionnaire are designed to evaluate different facets of this psychological trait. The questionnaire's answers were useful in assessing how capable future teachers are of critically evaluating their own behavior, assessing their emotions and ideas, and generally being self-aware and self-improving.

Some affirmative remarks could point to future teachers' reflexivity:

1. After reading a good book, I always think about it for a long time afterwards; want to discuss it with someone – This could suggest a desire to learn and acquire new knowledge. Future teachers may be more likely to pick up and implement new skills in the classroom if they actively examine the literature they read.

2. Usually, when I have something in mind, I go over ideas in my head, referring the details and considering all options. - It demonstrates the capacity for reflection and information analysis, which is beneficial for lesson planning, making decisions, and reflecting on one's own teaching methods.

3. Before making a decision I always try to consider carefully and weigh up - this indicates a methodical approach to decision-making, which could be crucial for efficient classroom management, the choice of instructional strategies, and the evaluation of student performance. Generally speaking, analytical thinking, self-criticism, a willingness to learn and improve oneself, and a reflexive personality may be essential characteristics for future teachers.

Conclusion

A key component of prospective teachers' professional development is the development of reflexivity, which makes them more knowledgeable, capable teachers who can adjust to changing circumstances and enhance their work over time. Therefore, a key element of future teachers' professional development and effective pedagogical practice is the development of reflexivity.

After analyzing the existing situation, we provide several recommendations for future teachers' reflexivity development:

1. Practice reflection while engaging in pedagogical practice: it's critical to incorporate hands-on activities that encourage reflection in future teachers. They ought to be able to evaluate their methods of instruction, their relationships with students, their responses to the lessons, etc.

2. Use portfolios: encourage the development of portfolios so that future teachers can keep tabs on their development as professionals, store samples of their work, and journal their ideas and reflection.

3. Hold talks about scenarios from actual teaching experiences or cases where future teachers can assess difficult circumstances, reach decisions, and take into account different strategies.

4. Mentoring and feedback: give future teachers the chance to collaborate with seasoned mentors who can offer guidance and support in the development of reflective abilities.

5. Reflective seminars and group discussions: plan frequent workshops or gatherings where future teachers can talk about their ideas, experiences, and questions.

6. Make use of active learning techniques: make use of active learning techniques including project assignments, case discussions, role plays, etc. These techniques can encourage introspection and assist aspiring educators in comprehending how to put their knowledge into practice.

7. Facilitating self-reflection: future teachers are advised to maintain self-reflection notebooks where they can document their ideas, perceptions, challenges, and successes throughout their practice of teaching and learning.

Authors' contributions:

Ibragimova K.E. – the main contribution: developed the concept of the study and was the main author of the article. Wrote an introduction, conclusion, conducted a literary review and analysis of the previous studies.

Tazhitova G.Z. – the main contribution: developed the methodology of the research and was responsible for writing Methods.

Urazbayeva G.T. – the main contribution: consulted the whole process of writing, helped with interpretation of data and writing Discussion.

Ibragimova G.E. – the main contribution: engaged in data collection and processing, participated in the editing of the final version of the article and the preparation of materials for publication.

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Рефлексивтілік болашақ мұғалімдердің жеке ресурсы ретінде

Андатпа. Рефлексивтілікті болашақ педагогтер үшін жеке ресурс ретінде зерттеу бұл мақаланың негізгі мәселесі болып табылады. Рефлексивтілік және рефлексия ұғымдары қарастырылып, болашақ педагогтың мансабы үшін рефлексивтіліктің маңыздылығы атап көрсетілген. Мақалада Л.Н. Гумилев атындағы Еуразия ұлттық университетінің болашақ педагогтерінің рефлексивтілігін бағалаған А.В. Карповтың сауалнамасының нәтижелері туралы баяндалды.

Жас оқытушылар арасында жиі кездесетін рефлексия деңгейлері мен олардың рефлексивтілік деңгейі арасында байланыс бар. Мақала авторлары зерттеу барысында болашақ педагогтердің рефлексивтілігінің жалпы жағдайын, оның даму деңгейін анықтады. Авторлар рефлексивтілікті жеке ресурс ретінде қарастырып, даму деңгейін бағалауға арналған рефлексивтілікті зерттеу диагностикасын жүргізді. Зерттеуде осы тақырып бойынша негізгі идеялар мен анықтамалар анықталып, отандық және шетелдік зерттеушілердің еңбектерін талданып, жалпыланған. Мақалада болашақ педагогтер үшін жеке құрал ретінде рефлексивтіліктің ерекше қасиеттері де ескерілді. Бұл зерттеудің нәтижелері студенттердің рефлексивтілік дәрежесі орташадан жоғарыға дейін, сонымен қатар рефлексивтілік дәрежесіне қатысты бірқатар мәселелер бар екендігін көрсетті. Студенттердің көп бөлігі албырт әрекеттер және асығыс таңдау жасаса да, көбісі өздерінің іс-әрекеттері туралы және олардың басқа адамдарға қалай әсер ететіндігі туралы мұқият ойланады.

Түйін сөздер: рефлексия, рефлексивтілік, жеке ресурс, болашақ мұғалімдер.

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Рефлексивность как личностный ресурс будущих учителей

Аннотация. Цель статьи заключается в изучении рефлексивности как личностного ресурса будущих учителей. В статье представлены понятия рефлексии и рефлексивности, а также опре-

делено значение рефлексивности для карьеры будущего учителя. Авторами статьи представлены результаты применения методики, предложенной А.В. Карповым, в ходе которого оценивалась рефлексивность будущих преподавателей Евразийского национального университета имени Л.Н. Гумилева.

Описана связь между уровнем рефлексии, характерным для молодых учителей и их уровнем рефлексивности. Определение текущего состояния вопроса исследования является необходимым условием его актуальности. Авторы статьи оценили, насколько развита рефлексивность у будущих учителей, и проанализировали текущее состояние.

Авторы данной статьи провели опрос “Диагностика рефлексивности” среди студентов, будущих учителей, целью которого было оценить уровень развития такой личностной черты, как рефлексивность. Методика исследования основана на анализе и обобщении работ зарубежных специалистов по данной теме, в которых выявлены основные идеи и определения. В статье также учитываются уникальные качества рефлексивности как личностного инструмента будущих учителей. Результаты этого исследования показывают, что уровень рефлексивности студентов варьируется от среднего до высокого, а также есть некоторые тонкости, которые следует учитывать относительно степени рефлексивности. Хотя большой процент студентов признает, что иногда они действуют импульсивно и делают необдуманный выбор, многие также тщательно размышляют о своих действиях и о том, как они влияют на других людей.

Ключевые слова: рефлексия, рефлексивность, личный ресурс, будущие учителя.

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