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CONCEPTUAL THEORIES OF THE FORMATION OF REFLECTIVE SKILLS IN A FUTURE TEACHER

Abstract

The article examines the conceptual foundations of the formation of a teacher's reflective skills. Reflective skills are defined as an important component of professional competence, which consists of the ability to comprehend and analyze one's pedagogical activity to improve it and adapt it to the needs of primary school students and the educational environment. The purpose of the study was to theoretically substantiate the conceptual foundations for the formation of a teacher's reflective skills. The authors analyzed various theories and the concept of critical reflection. The analysis of the theories demonstrates that a teacher's reflective skills are a multifaceted and dynamic process that includes self-analysis, critical thinking, and continuous professional development, and have several stages in their formation. The formation of reflective skills requires awareness, readiness for change, and a desire for continuous improvement of pedagogical practice. The importance of forming reflective skills in future teachers to enhance a teacher's professional competence in an inclusive environment is particularly relevant, as it contributes to improving the quality of the educational process and creating a supportive and equitable educational environment for all primary school students.

Keywords: reflection, reflective skills, reflective skills of a future primary school teacher, theories of the formation of a teacher's reflective skills.

Basic provisions. The formation of the conceptual foundations necessary for the reflective skills in teachers plays a key role in the formation of reflective skills in teachers. In their professional development, as these skills contribute to the comprehension and analysis of their pedagogical activity. These skills allow teachers to adapt to the needs of primary school students and the changing educational environment, which ultimately leads to an improvement in the quality of education. The study aimed to theoretically substantiate the conceptual foundations necessary for the formation of reflective skills in teachers. In this context, an analysis of the theories of well-known scientists, including John Dewey, David Kolb, Donald Schön, Lawrence Kohlberg, James Rest, Graham Gibbs, and Albert Bandura, as well as the concept of critical reflection, was conducted. It was revealed that reflective skills are a complex and multi-stage process that includes elements of self-analysis,

critical thinking, and continuous professional growth. Teachers who develop these skills must possess awareness, readiness for change, and a desire for continuous improvement of their practice.

Introduction. The development of modern society is characterized by increasing dynamism, penetration to new levels of understanding nature, changes in social structure, and the emergence of qualitatively new types of activities in previously unknown areas (Morris, 2023). To ensure high rates of socioeconomic, scientific-technical, and cultural development in the Republic of Kazakhstan, the Framework of Professional Competencies of a Teacher (Şraymanova et al., 2019; Brookfield, 2017) involves the training of competent teachers who are ready for successful professional and personal self-realization. The increasing volume of innovations; active development of inclusion, integration of all students into one educational environment, new requirements for educational outcomes; a different system of evaluating learning outcomes; issues of subject separation; and the introduction of new disciplines require updating the content of primary school teachers' activities, concentration of intellectual resources, and the desire for independent search for necessary information for critical, creative mastering of new strategies of behavior in the professional activities carried out (Bunt & Gouws, 2020; Kyttälä et al., 2019).

Reflective skills become an important tool for solving the problems that have arisen since they contribute to the creation of a flexible and adaptive educational environment that meets the needs of all students (Sullivan et al., 2018; Greetham & Ippolito, 2018). The purpose of the study was to theoretically substantiate the conceptual foundations for the formation of a teacher's reflective skills.

Materials and Methods. Analysis of scientific literature has shown that to date, science has accumulated a certain amount of knowledge necessary for the formulation and solution of the problem of forming reflective skills in the conditions of professional training of teachers.

Two of the most influential theorists in the field of reflective practice, Dewey (1933) and later Schön (1983), laid the foundation for the modern understanding of the concept of reflection. Dewey (1933) defined reflective practice as an action that involves «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 consequences to which it leads» Schön (1983) distinguished between reflection «in action» - a kind of reflection that arises during problem-solving, and reflection «on action» which occurs after the event, is consciously carried out, and documented (Bauer, 1991). Eraut (1995), criticizing Schön's concept of reflection «in action» contributed to the literature on reflection by introducing the concept of reflection «for action,» which gives reflection a more prospective value (Eraut, 1995).

Gouldner (1970) considered reflection as a process of forming professional identity: «There is no knowledge of the world that is not knowledge of our own experience of perceiving it». Taking all this into account, we begin to see the teacher as a reflective practitioner who, through a process involving interpretation and rethinking of experience, acquires knowledge about the teaching profession and develops their professional identity as a teacher.

Aisuvakova (2004) notes that psychological science investigates reflective processes that allow understanding the essence of such phenomena of the human psyche as the arbitrariness of self-knowledge, and theoretical thinking; reveals the essence of reflective management of other activities; studies reflexivity as a mental property. In the study by Stetsenko (2006), the content of the concepts of «pedagogical reflection» and «methodological reflection of a teacher» are presented; the content and methods of forming a teacher's ability for pedagogical reflection are determined.

An increase in the number of works devoted to the formation of pedagogical reflection defines the reflective skills of a teacher as an important component of professional competence, which consists of the ability to

comprehend and analyze one's pedagogical activity to improve it and adapt it to the needs of students and the educational environment (Panova, 2005; Rubanova, 2003). The development of reflective skills allows the teacher not only to effectively solve current tasks but also to constantly improve in the profession, adapting to the changing conditions and requirements of the educational process in an inclusive setting.

Firstly, reflection allows the teacher to evaluate the effectiveness of their teaching methods and strategies. This includes analyzing successes and failures, identifying the strengths and weaknesses of the approaches used, as well as identifying factors that affect student performance and motivation. Such analysis helps the teacher to adjust their actions, and seek new methods and approaches that better meet the educational goals and needs of students.

Secondly, reflective skills contribute to the personal growth and professional development of the teacher. Through reflection, the teacher becomes aware of their emotional reactions, values, and beliefs, which allows them to better understand their motives and behavior in various situations. This understanding promotes the development of emotional competence, improves interaction with students and colleagues, and helps to cope with stress and professional difficulties.

Reflective skills play a key role in the development of critical thinking and a creative approach to teaching. Reflecting on one's actions and their results encourages the teacher to search for new solutions and innovative working methods. This is important in the constantly changing educational landscape, where flexibility and readiness for change are required. A teacher with reflective skills can adapt to new educational standards, use modern technologies and methods, and effectively respond to the challenges of the time.

An important component of reflective skills is the teacher's ability for self-analysis and self-regulation through keeping a pedagogical

diary, participating in professional communities and exchanging experiences with colleagues, regularly conducting self-assessments and student surveys, as well as participating in training and seminars on professional development. Self-analysis helps the teacher to be more conscious of their work, and to plan and organize the educational process in such a way that it is as effective and efficient as possible.

It is also worth noting that reflective skills contribute to improving the interaction of the teacher with students and parents. Understanding one's actions and their consequences helps the teacher to build trusting and productive relationships with participants in the educational process. This includes the ability to listen and understand, take into account the opinions and needs of students, as well as find a common language with parents, which is especially important for creating a favourable educational environment.

Larrivee (2008) defined, based on an extensive review of literature, four levels of reflection:

- pre-reflection – represents the 'zero' level of reflection in which teachers react to students and classroom situations automatically, without conscious consideration of alternatives;
- surface reflection – teachers' reflections focus on strategies used to reach predetermined goals;
- pedagogical reflection – teachers reflect on educational goals, theories underlying approaches, and connections between theoretical principles and practice;
- critical reflection – teachers reflect on moral and ethical implications and consequences of their classroom practice on students.

Reflective skills, being an important part of a teacher's professional competence, are explained and developed through various conceptual theories that offer structured approaches to understanding and analyzing reflection in teaching practice. Among them, several key ones can be distinguished (Table 1):

Table 1. Characteristics of conceptual theories

Name of the theory	The leading idea of the theory
The John Dewey Theory	John Dewey, one of the founders of the theory of reflexive thinking, considered reflection to be a central component of learning and professional development. In his opinion, reflection is an active and purposeful process in which a person analyzes his actions, has doubts, and evaluates the consequences for making more informed decisions. In the context of teaching, this means that the teacher constantly evaluates and rethinks his methods and approaches in order to improve them (Dewey, 1933).
Theory David Kolb	David Kolb has developed a cyclic learning model in which reflection plays a key role. According to Kolb, the learning process includes four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. For a teacher, this means that he must go through all these stages, analyzing his pedagogical experience, formulating theoretical generalizations, and applying them in practice to improve the educational process (Kolb, 2005).
The theory of reflexive practice by Donald Schön	Donald Schön introduced the concept of a «reflective practitioner», emphasizing that professionals, including teachers, must constantly reflect on their actions in the process of work. He distinguished two types of reflection: reflection in action (comprehension of actions at the moment of their execution) and reflection on action (analysis of actions after their completion). These types of reflection help the teacher to be more flexible and adaptive in his professional activity (Schön, 1983).
Cognitive development theory by Lawrence Kohlberg and James Rest	The researchers studied the development of moral and cognitive thinking. Their work highlights the importance of moral and ethical reflection for teachers, as decision-making in the educational process is often associated with moral dilemmas. Teachers should be able to reflect on their moral beliefs and actions in order to ensure fair and ethically based learning (Rest, 2000).
The Graham Gibbs Reflexive Cycle Model	Graham Gibbs proposed a model of the reflexive cycle, which includes six stages: description, feelings, assessment, analysis, conclusions, and an action plan. This model helps teachers analyze their pedagogical actions and emotions related to them in a structured way, which contributes to a deeper understanding and improvement of their professional practice (Oviawe, 2020).
The socio-cognitive theory of Albert Bandura	Albert Bandura in his theory emphasizes the role of self-efficacy and self-regulation. Reflection in this context is considered as a mechanism through which teachers can develop confidence in their abilities (self-efficacy) and manage their actions and emotions (self-regulation). Teachers who actively reflect are better able to adapt and overcome professional challenges (Chubar, 2019).
The concept of critical reflection	Critical reflection focuses on analyzing not only personal experiences but also social, cultural, and political contexts that influence the educational process. Teachers who practice critical reflection strive to understand and change those structures and practices that may be unfair or ineffective (Brookfield, 2009).

Theories emphasize that the reflexive skills of a teacher are a multifaceted and dynamic process involving introspection, critical thinking, and continuous professional development. The formation of reflexive skills requires awareness, readiness for change, and a desire for continuous improvement of pedagogical practice.

Results. Let's consider how these theories are used at the present stage. For example, Rodgers (2002) revisits the concept of reflection based on the ideas of John Dewey. The author offers a clear definition of reflection, viewing it as an active, systematic process that involves purposeful consideration of experience. Rodgers

emphasizes the importance of reflective thinking in pedagogical practice, highlighting its role in teachers' professional development and the improvement of the educational process. The author seeks to deepen the understanding of reflection by offering practical recommendations for its integration into educational activities.

In the article «Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education» Alice Kolb explores how learning styles and educational spaces can enhance experiential learning in higher education, drawing on David Kolb's theory of experiential learning. According to Kolb's theory, learning is a process that involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The author emphasizes the importance of reflective skills, stressing that the ability to reflect allows students to analyze and interpret their experiences, leading to deeper and more effective learning. The author suggests creating educational spaces that stimulate reflection and take into account students' different learning styles.

Kinsella (2007) analyses Donald Schön's theory of reflective practice. The author examines how Schön contrasts technical rationality with reflective practice, criticizing the former for its limitations in complex, uncertain situations. Kinsella discusses the epistemological aspects of Schön's theory, emphasizing its non-dualistic nature, where knowledge and action are integrated. The article highlights the importance of reflection for professional development, proposing reflective practice as a way to improve understanding and problem-solving in professional activities, especially in fields such as medicine and education.

Rest et al. (1999) propose a neo-Kohlbergian approach to the study of morality. This approach focuses on moral development as a dynamic process in which people constantly re-evaluate their moral beliefs and values. The authors argue that for effective moral development, people need to possess reflective skills. These skills allow individuals to critically assess their moral judgments, understand the perspectives of others, and justify their moral decisions.

From the perspective of the necessity of

developing reflective skills in teachers, the article by Rest et al. (1999) has the following implications:

- Teachers themselves must possess reflective skills to effectively teach moral values to their students.

- Teachers should create conditions for the development of reflective skills in their students. This can be done, for example, by using teaching methods based on discussions, problem-solving, and the analysis of moral dilemmas.

- Teachers should encourage their students to critically evaluate their moral judgments, understand the perspectives of others, and justify their moral decisions.

In the study by Quinton & Smallbone (2010), the authors discuss Graham Gibbs' model of the reflective cycle as a method of using feedback to stimulate student reflection and learning. The authors emphasize the importance of reflection for learning and propose a method of stimulating reflection on written feedback using a self-copying sheet. The method helps students actively engage with feedback, reflect on it, and use it to improve their future work. The authors stress that this model, based on the reflective cycle, helps students recognize their successes and shortcomings and plan further steps to enhance their learning.

Tschannen-Moran & Hoy (2001) turn to Albert Bandura's social cognitive theory to understand this construct. According to this theory, a teacher's belief in their ability to influence learning (teacher efficacy) is formed through self-observation, social comparison, verbal persuasion, and physical and psychological states. The authors seek to understand how this construct can be measured and assessed and how teachers can improve their teaching efficacy through the formation of reflective skills and beliefs in their abilities.

Discussion. The main idea of the article «The 'Critical' in Critical Reflection» is to explore the concept of critical reflection and its importance for professional development. The authors, Fook and Askeland, emphasize that critical reflection goes beyond ordinary self-analysis and includes awareness and analysis of hidden biases, social

and cultural contexts that influence professional practice. This concept is based on the work of Brookfield, who argues that becoming a critically reflective teacher requires deep reflection on one's assumptions and actions. The article discusses methods and strategies that can help professionals develop critical reflection, such as dialogues, collective discussions, and written reflective practices. Thus, critical reflection is a tool for increasing awareness and improving professional practice, promoting a deeper understanding of one's own experience and the contexts in which work is carried out.

The analysis of contemporary research in the presented articles provides an in-depth understanding of various theories and models of teachers' reflective skills, which can be useful for a more thorough study of this issue. The development of these skills requires constant awareness and analysis of one's activities, readiness for change, and a desire for improvement, which ultimately leads to more effective and efficient teaching.

Conclusion. An analysis of the conceptual foundations of developing reflective skills in teachers allows us to conclude that it is a complex and multifaceted process that requires a comprehensive approach. Reflective skills play a key role in the professional growth of teachers, helping them adapt to the changing conditions of the educational environment, evaluate the effectiveness of their work, and constantly improve their pedagogical practice.

The theoretical concepts discussed in this article provide a valuable basis for understanding and developing reflective skills in teachers. The theories of Dewey and Kolb emphasize the importance of active and

purposeful analysis of experience for effective learning and professional growth. Schön's model of reflective practice highlights the need for constant reflection in the process of work to adapt to changing situations. The cognitive-developmental theory of Kohlberg and Rest, as well as the concept of critical reflection, point to the significance of moral and ethical reflection in pedagogical activity. Gibbs' model of the reflective cycle and Bandura's social cognitive theory offer practical tools for structured analysis and development of teacher self-efficacy.

However, despite a sufficient theoretical foundation, the formation of reflective skills in teachers in practice remains a challenging task. Further research is needed on effective methods and strategies that can help teachers integrate reflection into their daily work. It is especially important to explore how to create a favourable environment and conditions that will encourage and support reflective practice in the context of professional training of future teachers.

Educational programs should be based on modern theoretical concepts and include practical tools and strategies for fostering reflection, taking into account the individual characteristics and needs of future teachers.

In conclusion, it should be noted that the formation of reflective skills in future teachers is an important and relevant task of modern education. The theoretical concepts discussed in this article provide a valuable basis for understanding and developing these skills. However, further research and practical developments are needed to help teachers effectively integrate reflection into their daily work and contribute to creating a more effective and equitable educational environment.

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