

REFLEXIVE DIARY AS A MEANS OF FORMATION REFLEXIVE COMPETENCE OF THE FUTURE TEACHER OF FOREIGN LANGUAGE

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Abstract. The problem of the article is connected with the formation of future teachers of a foreign language reflexive competence in higher education institution. The article reveals the importance of reflexion in the formation of professional experience of a university student, characterizes the reflexive actions necessary for its successful development, considers effective ways of organization reflexive analysis of the student's work. Drawing attention to the necessity of forming the reflexive competence of a future foreign language teacher, the author of the article reveals the reflexive potential of the special course. Special attention is given to the description of the "Reflexive Diary". The publication has both theoretical and methodological as well as practical character. The experience of designing the content and structure of the reflective diary presented in it. It can be successfully used in the course of the special course "Reflective teaching practice" in the future teacher training. The offered reflective diary is carried out as means of forming reflective skills of students. The structural construction and the contents of the reflective diary are revealed, the stages of work with the diary are designated. The value of application of this means from the point of view of the competence approach is considered. It is directed on achievement of heights of professional skill and connected with formation of self-organization, self-control, self-improvement, self-correction, self-regulation of the personality. The purpose of our research is to study the technology of implementation of the reflective diary in the educational process of students' training, to ensure students' readiness to solve professional problems. The authors conclude that the introduction of a reflective diary will make the educational process for students personally significant, in which each student will be able to fully reveal their creative potential, to show professional abilities to solve problems.

Keywords: reflection, future foreign language teacher, reflexive competence, reflective diary, self-development, self-organization, self-improvement, self-regulation.

Introduction

The relevance of the study is determined by the needs of teaching staff capable to implement the state concept of developing foreign-language education in the Republic of Kazakhstan. Education is one of the most important factors in the competitive ability of the Republic of Kazakhstan. The basis for the modernization the system of higher professional education is the effective use of the achievements of science. It is based on the principles of variability, multilevel, mobility and flexibility. The analysis of practice shows that with all the variety of existing in the world models of training teachers of foreign languages, the modern standard professional programs for training methodology of future specialists are not diverse and flexible. The Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 № 319-III RK emphasizes the practical importance of the development of

lifelong learning systems. It ensures the relationship between general education and on-the-job training [1, p.16].

However, the problem of language teacher training consists in the correlation of professional curricula with the real needs of customers and consumers. It is still only partially realized in the development of professional foreign language education in the Republic of Kazakhstan. Accordingly, the level of requirements for the preparation of a future teacher as a specialist of the new generation shows the humanity and constructiveness in interaction with students, responsibility and independence in decision-making, prognostication, mobility, competitiveness is also increasing.

Nowadays, there are not enough works devoted to the holistic study of the means of adaptation for the future teacher of foreign language to the new educational conditions, assuming the teacher's mastery of the technologies of professional self-development and self-actualization in the system of continuing education. The problem of using a reflective diary is the subject of our study. The purpose of the article is to describe the work as an effective means of formation reflective competence of the future teachers of a foreign language by the results of conducting a reflective diary. The research is caused by the requirements of the new educational standard of higher education in formation of the future teachers of a foreign language ability to reflect their actions.

Basic provisions

Analyzing the educational, methodical work at the department of basic disciplines, we came to the need to develop and implement in the educational environment of higher education institution "Reflective diary". It is intended for students and is recommended for use in the course of special course "Reflexive teaching practice". The purpose is to form in students with the help of this diary skills of self-organization and self-management of the educational-professional activity in the field of methodical knowledge, abilities and possession necessary for the future pedagogical activity.

The analysis of interpretations of the word "diary" in modern dictionaries has shown: first, that a diary is a record of events or observations that are characterized by a personal nature and regularity, contain a reflection of one's thoughts, feelings and actions. It can be kept during learning. The diary is considered as a special literary genre and a tool of self-analysis. Keeping a reflective diary as one of the forms of pedagogical diagnostics is aimed, first of all, at developing the skill of self-observation – the ability to look at yourself, your actions and attitudes from the outside. The diary is a powerful universal weapon of self-education. By means of a diary, the ability to have a conversation with oneself is formed, and education gives a person the ability to reflect. It makes him or her actually a human being – an educated, intellectual person. The way of structuring the contents of a reflective diary, helps in planning one's own activities. Besides, as we speak about the reflective diary in the educational process, it is connected with the mastering of professional competences [2, p.5].

Specialized literature in recent years has attested to the personal journal as an effective training tool or for developing complex and interdisciplinary skills such as advanced information processing [3]. E. V. Leksin thinks it is reasonable to use a reflective diary. It is an illustrated notebook and includes tasks that involve reflective actions at different stages of a lesson. [4, p.110].

Carmen Alexandrachea notes that the “reflexive diary” is a well-known alternative method to evaluate. By means of it, the student writes about the aspects which he has experienced during the knowledge process. Usually for improving one’s own learning, one notes in this diary the experiences, the feelings, the opinions and the thoughts resulted from some critical thinking over the different activities done [5, pp.20-24].

Patric Wallin and Tom Adawi notes the reflective diary (learning/teaching journal) is one of the most prominent tools for reflective practice. It is a “container for writing that provides students with a framework to structure their thoughts and reflections” [5, p.6].

Methods and materials

The purpose of this research was to study the level of developing reflexive competence in students of the specialty 6B01705 “Foreign language: two foreign languages”. The research, in which 74 students took part, was carried out on the basis of the higher educational institution of Zhetysu university named after Iliyas Zhansugurov.

In preparing the reflective diary we set the tasks:

1) Analyze the state of the theory and practice of the educational process in the university, to identify the specifics of its educational environment;

2) Characterize the essence and content of students’ self-organization and self-management competences;

3) Determine the main directions of the process of formation reflexive competence by studying the special course “Reflexive teaching practice”;

4) Develop for students of a specialty 6B01705 – “Foreign language: two foreign languages” “Reflexive diary” as the help in self-organization and self-management on fulfillment of requirements of the standard in studying a special course “Reflexive teaching practice”;

5) Conduct an experimental study on the implementation of the reflective diary on the basis of a higher educational institution;

6) Make conclusions and make necessary changes and additions to the structure and content of the “Reflexive Diary”. Applying into educational activity of the reflective diary the level on a scale “self-management” will increase and will be higher, than in those who did not apply it. The technique is designed to reveal the structure of a person’s self-attitude as well as expression of individual components of self-attitude: self-confidence, self-management, reflected self-attitude, self-value, self-attachment, internal conflict and self-blaming. The scale “self-leadership” reflects the personality’s perception of the main source of their own activity, results and achievements, the source of development of their own personality, emphasizes the dominance of either their own self or external circumstances. Keeping a diary is

one of the methods allowing to overcome fragmentation of situationality in the process of their education. The analysis of the reflective diary allows us to find out reflexive abilities of the student. The respondents will be able to understand the awareness of it in their activity. They will be able to view own prospects and opportunities in this activity. They will be assist the process of personal development, realize their creative potential, achieve an optimal level of vitality and they will be able to develop self-control and self-analysis.

During the years of study the student should develop his/her individual style of learning activity, which will later become the basis for the formation of individual style of professional activity. A future foreign language teacher should reflexively perceive and evaluate all learning information through the prism of its necessity for his/her professional career. Phenomenological aspects of learning, which are brightly manifested in reflective learning, consist in the possibility to reflect, describe their experience, thoughts, conclusions [7; 5].

We will start with what we need a reflective diary for?

1) A future foreign language teacher learns to analyze events: this includes, a) preliminary preparation for something, predicting own results and necessary investments; b) analysis of the received experience, detection of deficiencies, resources;

2) The reflective diary acts as a support in planning one's own activity. Besides, it includes questions connected with the forthcoming educational (and not only) events. Besides the fact that the student can formally trace what he expects or what happens to him during the year. They can also move meaningfully within these events: answer the questions asked in the diary, describe impressions, the effect of participation, etc.

3) The reflective diary is a way for the student to get information and a general picture about the lesson to build further work. The idea of the diary is not new for the pedagogical theory and practice. However, the existing experience of using a diary as a document in which notes on the results of the day are kept in an arbitrary form every day, turned out to be ineffective. It is not a secret that many students, not understanding what is demanded of them, or not having experience of the reflective analysis of the activity, fill such diary formally, often even not during practice, and upon its termination. For the diary to fulfill its reflective function, it is necessary to clearly define its structure and content.

Thus, the content of the diary depends on the type and tasks of pedagogical practice. Nevertheless, the following sections can be common for all practice diaries: an explanatory note describing the goals and content of practice; personal characteristics of the student; background information; written observations, reflections and analytical notes during the lesson; sheets of reflective analysis of difficulties, effectiveness of practice, prospects for further self-learning and self-development.

The format of teaching using the reflective diary focuses us on the latest qualitative changes in modern higher education, namely, the use of the activity-based and reflective approach. The activity approach in learning means for the teacher to give up the tradition of transferring ready-made knowledge to the student,

the student independently in the process of active activity discovers new knowledge, thus increasing the quality for the acquired knowledge. Thanks to activity in the process of education, a personality and its ability for self-development and self-realization are formed. Realization of the activity approach in application of the reflective diary leads to concretization of the gnostic, cooperative, reflexive and personal components of formation of the reflexive competence of the future teacher of a foreign language. On the whole, the reflexive diary implemented during the special course showed that they meet the main requirements that were identified in the course of the study.

In the work with the reflective diary it is necessary to adhere to the following system of didactic principles: the principle of professional determinacy, the principle of compliance with the social order, the principle of reflexivity and competitiveness.

When implementing the principle of professional determinacy is the central link in the process of introducing the diary [8].

This principle gives the opportunity to «sharpen» and improve the existing skills and techniques and acquire the necessary professional experience. Realization of this principle assumes obligatory immersion of the future teachers in the reflective environment.

The principle of correspondence to social order. According to this principle, education should contain not only up-to-date knowledge, skills and abilities, but also should take into account the possibilities of the educational content chosen by an individual, which in turn contributes to achieving a person's comprehensive development and personal growth. This principle can be implemented by observing the following requirements:

a) all planning documents (standard, curricula, programs, class schedules) must be followed in the learning process;

b) strictly observe the logic of the educational process, consistently distribute the material by periods of study.

The principle of reflexivity is aimed at making students aware of their own achievements. In the context of humanization of higher pedagogical education, the principle of reflexivity is one of the basic ones. The principle of competitiveness is one of the priority tasks of modern education. The labor market needs competent and qualified specialists with a developed creative potential, capable of showing themselves creatively in professional activity, including competition. In the process of formation reflexive competence of future teachers of a foreign language it is necessary to pay close attention to their continuous creative self-development, self-actualization and self-determination, diligence and aspiration to receive a quality product of their educational activity, formation of their intellectual, motivational, competitive and leadership qualities. This principle reflects the regular position about the connection between self-awareness and personal development, the more fully developed a person's consciousness and its highest form-self-consciousness, the more fully and brightly developed his personality [9].

The principle of competitiveness is determined by professional competence, broad social outlook, flexibility of behavior and high level of individual activity. The developing society needs moral, enterprising people, who can make decisions

independently in a situation of choice, predicting their possible consequences, capable of cooperation, who are distinguished by mobility, dynamism, constructiveness, have a developed sense of responsibility for the fate of their country.

Results and discussion

In this article we analyze two examples of using “Reflective diary” in the special course of “Reflexive teaching practice”.

1. After the first lesson students answered the questions in the reflective diary

What is the relationship between reflection and activity? How did the formation of historical reflection take place? Your understanding of reflexive competence, reflection as a way of entering the teacher’s innovative activity.

During the discussion questions were answered, as well as during the conversation were quite clear arguments given. The work is done by the students themselves. The teacher acts only as the coordinator of the activity.

These examples of the use of the “Reflective diary” show the level of the students independent activity at the lesson and the independent estimation of their own activity, allowing the students to define the level of their preparation, work at the lesson, to systematize the received information. Within the framework of the special course the task was not only to test the developed diary, but also to immerse students in the atmosphere of reflexion, to acquaint them with the formation of the reflexive competence of the future teacher of a foreign language.

Analyzing the data of the research got the following results.

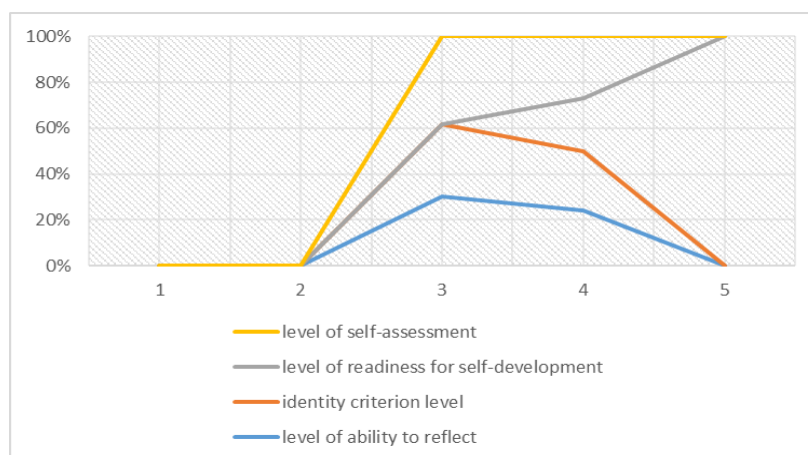


Figure 1. Level of formation reflexive competence of the future teacher through using reflective diary

The analysis of the results of diagnostics showed that if at the initial stage the level of ability to reflect was 41%, at the final stage it rose to 50,7%. The level of identity criterion increased from 42% to 54%, the level of readiness for self-development increased from 49% to 58%, the level of self-esteem increased from 52% to 57%. Comparison of results of diagnostics allows to reveal those changes which arise in the course of trainings. It allows to judge as a whole about efficiency

of the reflective diary on formation reflective competence of the future teacher of a foreign language in the course of preparation in higher education institution. The future teacher who has mastered the techniques of reflexive competence as continuous analysis and self-control, successfully carries out target formation, the program of own development and creation of individual programs of development and self-development of students are realized.

The results of the introduction of the reflective diary as a tool for assessing personal and academic achievements of students allowed:

- to draw students' attention to the evaluation of personal and learning achievements, to form students' reflexive skills;

- to analyze the evaluation of personal and learning achievements, separating the evaluations received simultaneously from the positions of a student and an instructor;

- to give students a tool that will give them an opportunity to record and to track the dynamics of their own educational achievements at any stage of mastering a topic, module, discipline

- to constantly monitor the results of their activity, which allowed them to independently manage their individual educational trajectory within one topic, module, discipline;

- to increase students' interest in the discipline being mastered.

Along with the obvious advantages of introducing a non-standard self-assessment tool, a number of difficulties that arose for both students and teachers was also revealed.

On the part of the teacher, the obvious difficulties and disadvantages of working with the reflective diary were identified:

- significant time commitment to thorough analysis and preparation of diary questions;

- additional time costs for processing and analyzing its results along with the maintenance of the traditional semester journal of assessment of learning outcomes;

On the part of the students, among the disadvantages noted:

- additional time commitment to completing the diary;

- unpreparedness to openly present the results of their work, which are not always good; a desire to show themselves in a better light.

The keeping of reflexive diaries, in my opinion, had a positive effect. The students became more fluent in expressing themselves on any issues. They analyze their own learning activities more quickly and easily without reminders.

Besides, it is possible to say that the reflective diaries were quite well integrated into the framework of the educational event, and the results obtained as a result of the work at the educational sites were addressed:

- to the self-learning of a person, to the development of motivation of personal development, education;

- to the solution of individual problems, creative activity;

- the emergence of new creative initiatives and success.

Conclusion

On the basis of the carried out research we can tell about positive dynamics of changing the level of formation reflective competence at students in the course of training in higher education institution.

In other words, introduction of the reflective diary, promotes active interaction of respect and benevolent attitude to each participant, providing accumulation of knowledge, experience, providing feedback and possibility of self-development and ability to reflect the activity.

To summarize, we can say that the modern pace of change in society, set new educational formats. The world does not need people who cannot think, who know only what they have put in their heads and provided in a “ready-made” form. The new paradigm of learning is based on the fact that students must act independently to achieve greater results in their learning, and the teacher must manage their learning, motivate, organize, coordinate, advise, and control their educational activities.

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РЕФЛЕКСИВТІ КҮНДЕЛІК БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМІНІҢ РЕФЛЕКСИВТІК ҚҰЗІРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ РЕТІНДЕ

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Аңдатпа. Мақалада болашақ шетел тілі мұғалімінің жоғары оқу орнында рефлексивті құзыреттілігін қалыптастырумен байланысты. ЖОО студентінің кәсіби тәжірибесін қалыптастырудағы рефлексияның маңыздылығы ашылады және оның тиімді дамуы үшін қажетті рефлексивті іс-әрекеттер сипатталады, студенттің жұмысын рефлексивті талдауды ұйымдастырудың тәсілдері қарастырылады. Болашақ шетел тілі мұғалімінің рефлексивті құзыреттілігін қалыптастыру қажеттілігіне назар аударып, мақала авторы арнайы курстың рефлексивті әлеуетін ашады. Мақалада «Рефлексивті күнделік» сипаттамасына ерекше назар аударылады. Басылым теориялық және әдіснамалық және практикалық сипатта болады. Онда рефлексиялық күнделіктің мазмұны мен құрылымын жобалау тәжірибесі ұсынылған. Рефлексивті күнделік болашақ шетел тілі мұғалімін даярлауда «Рефлексивті практикум» арнайы курсы барысында сәтті пайдаланылуы мүмкін. Ұсынылған рефлексиялық күнделік студенттердің рефлексивті дағдыларын қалыптастыру құралы ретінде жүзеге асырылады. Рефлексивті күнделіктің құрылымдық құрылымы мен мазмұны ашылды, күнделікпен жұмыс кезеңдері белгіленді. Бұл құралды құзыреттілік тұрғысынан қолданудың маңызы қарастырылды. Ол кәсіби шеберліктің шыңына жетуге бағытталған және өзін-өзі ұйымдастыруды, өзін-өзі бақылауды, өзін-өзі жетілдіруді, өзін-өзі түзетуді, жеке тұлғаның өзін-өзі реттеуін қалыптастырумен байланысты. Біздің зерттеуіміздің мақсаты-студенттерді даярлауда оқу процесіне рефлексивті күнделік енгізу технологиясын зерделеу. Сонымен қатар, студенттердің кәсіби міндеттерді шешуге дайындығын қамтамасыз ету. Авторлар рефлексивті күнделік енгізу арқылы студенттерге білім беру процесін маңызды екендігін

атап өтеді. Онда әр студент өзінің шығармашылық әлеуетін толық ашып, мәселелерді шешудің кәсіби қабілеттерін көрсете алады.

Тірек сөздер: рефлексия, болашақ шетел тілі мұғалімі, рефлексивті құзыреттілік, рефлексивті күнделік, өзін-өзі дамыту, өзін-өзі ұйымдастыру, өзін-өзі жетілдіру, өзін-өзі реттеу.

РЕФЛЕКСИВНЫЙ ДНЕВНИК КАК СРЕДСТВО ФОРМИРОВАНИЯ РЕФЛЕКСИВНОЙ КОМПЕТЕНЦИИ БУДУЩЕГО УЧИТЕЛЯ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Статья посвящена проблеме формирования рефлексивной компетенции студентов педагогического вуза. В ней представлены принципы и подходы внедрения рефлексивного дневника, направленных на формирование данного вида компетенции. Опираясь на свой опыт, автор описывает методику реализации рефлексивного дневника в учебный процесс. Рефлексивный дневник позволит фиксировать динамику изменений в развитии профессиональных компетенций, критически оценить свою деятельность. Раскрыто содержание вопросов дневника рефлексии в процессе изучения темы. Представлено описание результатов внедрения рефлексивного дневника в образовательный процесс педагогического вуза. Выделены основные достоинства его применения, а также сложности, возникающие как у студентов, так и у преподавателей. Предложенный рефлексивный дневник осуществляется как средство формирования рефлексивных умений студентов. Раскрыто структурное построение и содержание рефлексивного дневника, обозначены этапы работы с дневником. Рассмотрено значение применения данного средства с точки зрения компетентностного подхода, направленного на достижение вершин профессионального мастерства и связанного с формированием самоорганизации, самоконтроля, самосовершенствования, самокоррекции, саморегуляции личности. Цель нашего исследования – изучить технологию внедрения рефлексивного дневника в учебный процесс при подготовке студентов, обеспечить готовность студентов к решению профессиональных задач. Авторы делают вывод о том, что внедрение рефлексивного дневника позволит сделать образовательный процесс для студентов личностно значимым, в котором каждый сможет полностью раскрыть свой творческий потенциал, проявить профессиональные способности решать задачи.

Ключевые слова: рефлексия, будущий учитель иностранного языка, рефлексивная компетентность, рефлексивный дневник, саморазвития, самоорганизация, самосовершенствования, саморегуляция.

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