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## COMMUNICATIVE REFLECTION IN PEDAGOGICAL PRACTICE AS A TOOL FOR THE FORMATION OF PROFESSIONAL SKILLS OF PHILOLOGISTS

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## КОМУНІКАТИВНА РЕФЛЕКСІЯ В ПЕДАГОГІЧНІЙ ПРАКТИЦІ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ПРОФЕСІЙНИХ УМІНЬ ФІЛОЛОГІВ

**Abstract.** The article examines the importance of communicative reflection in pedagogical practice as a tool for the formation of professional skills of future teachers of philology. The article analyses the essence of communicative reflection, its impact on the development of pedagogical skills, critical thinking and communication skills of students. It is noted that the ability to reflect contributes not only to self-knowledge and professional growth, but also to the formation of effective strategies for interaction with the audience.

The article discusses the key aspects of developing reflective thinking in philology students undergoing pedagogical practice. It is proved that the use of reflective methods in teaching allows future teachers to analyse their own pedagogical strategies, adapt them to the individual needs of students and improve the teaching process. The main functions of communicative reflection are highlighted, including the analysis of one's own speech behaviour, adjustment of communication strategies, development of communication culture, and improvement of the effectiveness of interaction with students.

Special attention is paid to the methods of developing communicative reflection in the process of teacher training. Approaches such as keeping reflective diaries, using the feedback method, analysing video recordings of classes and group discussions are considered. It is substantiated that systematic reflection of pedagogical activity allows students not only to objectively assess their successes and shortcomings, but also to introduce new approaches to teaching, improving the quality of the educational process.

Given the current challenges of education, the article emphasises the importance of introducing a reflective approach to the professional training of philologists. It is emphasised that the development of communicative reflection should be an integral part of the training of future teachers, as it contributes to the formation of their professional identity, improvement of pedagogical skills and ensuring effective interaction in the educational environment.

Prospects for further research in this area include the development of interactive methods for the development of communicative reflection, the study of its impact on the quality of pedagogical activity, and the analysis of the possibilities of using digital technologies in the process of developing reflective skills.

**Key words:** communicative reflection, pedagogical practice, professional growth, future philologists, reflection strategies.

**Анотація.** У статті розглядається значення комунікативної рефлексії в педагогічній практиці як інструменту формування професійної майстерності майбутніх викладачів-філологів. Проаналізовано сутність комунікативної рефлексії, її вплив на розвиток педагогічної майстерності, критичного мислення та комунікативних навичок студентів. Зазначається, що здатність до рефлексії сприяє не лише самопізнанню та професійному зростанню, а й формуванню ефективних стратегій взаємодії з аудиторією.

У статті розглядаються ключові аспекти розвитку рефлексивного мислення в студентів-філологів під час проходження педагогічної практики. Доведено, що використання рефлексивних методів у навчанні дає змогу майбутнім учителям аналізувати власні педагогічні стратегії, адаптувати їх до індивідуальних потреб учнів та вдосконалювати процес викладання. Виокремлено основні функції комунікативної рефлексії, серед яких аналіз власної мовленнєвої поведінки, коригування комунікативних стратегій, розвиток комунікативної культури, підвищення ефективності взаємодії з учнями.

Особливу увагу приділено методам розвитку комунікативної рефлексії в процесі підготовки педагогів. Розглянуто такі підходи, як ведення рефлексивних щоденників, використання методу зворотного зв'язку, аналіз відеозаписів занять і групових дискусій. Обґрунтовано, що систематична рефлексія педагогічної діяльності дає змогу студентам не тільки об'єктивно оцінювати свої успіхи та недоліки, а й упроваджувати нові підходи до викладання, підвищуючи якість освітнього процесу.

З огляду на сучасні виклики освіти, у статті наголошується на важливості впровадження рефлексивного підходу до професійної підготовки філологів. Підкреслено, що розвиток комунікативної рефлексії має бути невід'ємним складником підготовки майбутніх працівників педагогічної сфери, оскільки сприяє формуванню професійної ідентичності, вдосконаленню професійної майстерності та забезпеченню ефективної взаємодії в освітньому середовищі.

Перспективи подальших розвідок у цьому напрямі полягають у розробці інтерактивних методів розвитку комунікативної рефлексії, дослідженні її впливу на якість педагогічної діяльності, аналізі можливостей використання цифрових технологій у процесі розвитку рефлексивних умінь.

**Ключові слова:** комунікативна рефлексія, педагогічна практика, професійне зростання, майбутні філологи, рефлексивні стратегії.

**Introduction.** In today's educational environment, reflection is an important component of a teacher's professional development, especially in the field of philological education. It allows us to analyse our own teaching activities, evaluate their effectiveness and improve teaching methods. Since communication plays a key role, communicative reflection, a conscious process of analysing and correcting one's own communication strategies in the learning environment, is of particular importance. It is this type of reflection that contributes to the development of interpersonal skills, adaptation to individual needs of students and the formation of professional self-awareness of future teachers.

Communicative reflection is especially important for philology students who are preparing to teach and undertake pedagogical practice during their master's degree. They not only acquire linguistic and literary knowledge, but also need to learn how to effectively communicate information, establish contact with students, promote their development and maintain their motivation to learn. The lack of self-reflection skills can lead to difficulties in professional activities, a lower level of communication competence and insufficient understanding of pedagogical situations.

The relevance of this study is due to the need to develop reflection skills in philology students, which allows them not only to objectively evaluate their own work, but also to actively improve their communication skills. In the context of the reform of the educational process and the introduction of a competence-based approach, reflection becomes an important tool for the professional growth of a teacher.

The analysis of scientific sources shows that the issues of professional development, improvement and self-knowledge of a teacher are considered both in the works of classical teachers and in the studies of modern scholars. In particular, the problem of teacher's professional development and self-knowledge was studied by prominent classical teachers such as A. Disterveh, J. Komenskyi, V. Sukhomlynskyi, K. Ushynskyi, and others. Contemporary scholars, including V. Andrushchenko, O. Dubaseniuk, A. Kuzminskyi, N. Nychkalo, H. Sotska, S. Sysoieva, O. Savchenko, L. Khomych, and others, focus on issues of professional self-development and improvement of pedagogical skills.

The concept of "reflection" as a component of a teacher's professional self-consciousness aimed at self-knowledge and self-development is revealed

in the works of M. Boryshevskyi, V. Semichenko, H. Kostiuk, N. Kuzmina, V. Krutetskyi, T. Palko, etc. Certain aspects of the development of pedagogical reflection as a key element of professionalism and pedagogical culture have been studied by H. Degtyar, C. Lytvynenko, O. Myroshnyk, T. Palko, O. Tsiuniak, T. Fedirchuk, T. Yablonska, and others. Given the wide range of scientific works on the problem of professional development of teachers, it can be argued that their ability to reflect is one of the determining factors in improving the effectiveness of this process.

**The purpose of the article** is to analyse the significance of communicative reflection in the professional training of future philologists and to identify effective methods of its development in the process of students' pedagogical training.

**Theoretical part.** Reflection as the basis of self-knowledge and professional growth of a teacher is an important component of pedagogical activity, which was emphasised by prominent thinkers and teachers of the past. Socrates emphasised the need for self-knowledge as a way to understand the world and effectively teach others, and J. Comenius stressed the importance of analysing pedagogical activity and continuous self-improvement of the teacher. J. Pestalozzi and A. Dysterweg considered reflection as a key tool for improving a teacher's professional activity, his/her ability to understand students and increase the effectiveness of the educational process. The idea of self-knowledge and reflection continues to develop in the pedagogical concepts of F. Nietzsche, K. Ushinsky and V. Sukhomlynskyi, who emphasised the need for systematic analysis of their own activities, updating knowledge and improving teaching methods. They stressed that only a teacher who is constantly working on himself can become a real role model for students, contributing to their intellectual and moral development [7, p. 316-317].

Explanatory dictionaries interpret the concept of "reflection" (from Latin *reflexio*) as: "a form of activity of a civilised, socially developed person aimed at understanding and comprehending their actions and laws. In a broad sense, this concept is understood as reflection, self-control, comprehension, awareness, self-analysis of one's own activity in the system of relations with the world in which the individual lives" [9, p. 518]. According to A. Zyazyun, reflection is not just knowledge or understanding by the subject of himself/herself, but also finding out how others know and understand the individual, his/her

personal characteristics, emotional reactions, cognitive ideas [12].

In pedagogical science, the concept of “reflection” is interpreted as: “reflections on oneself, self-observation, the desire to realise and understand one’s feelings and actions” [1, p. 247]. Pedagogical reflection is the process of self-knowledge of a teacher as a specialist, his/her inner world, analysis and self-analysis of his/her thoughts and internal pedagogical experiences related to professional activity; pedagogical reflection can be seen as a teacher’s self-awareness of how he/she is perceived by students, parents, colleagues, administration, etc.

Communicative reflection as an essential component of effective communication and interpersonal perception, which is a specific ability of human cognition, performs several functions: cognitive, regulatory, and developmental. They are expressed in the change of ideas about the other subject to more adequate ones for a particular situation, and are actualised in the conditions of contradiction between the ideas about the other subject of communication and his/her individual psychological characteristics, which are discovered in a new way at the moment of interaction [5].

It is worth noting that communicative reflection is one of the key components of the professional training of future teachers of philology, as it allows analysing, evaluating and adjusting their own communication strategies and style of interaction in the educational process. This mechanism of self-regulation contributes to the development of a teacher’s ability to effectively build educational interaction, adapt to individual characteristics of students and create a comfortable learning environment.

The basis of communicative reflection is the awareness of one’s own speech behaviour, its impact on the learning process and possible ways to improve pedagogical activity [11]. This includes the analysis of verbal and non-verbal communication, the ability to recognise barriers to interaction and find effective ways to overcome them. A future teacher should not only control his/her own speech activity, but also be able to assess the audience’s reactions, which allows adjusting the presentation of educational material according to the needs of students.

In our opinion, communicative reflection performs several important functions in the professional development of a teacher of philology:

1) analysis of own speech – assessment of clarity, logic, appropriateness of the language used in the pedagogical process;

2) adjusting communication strategies – improving the teaching style in accordance with students’ reactions and didactic goals;

3) formation of communicative culture – development of active listening skills, argumentation, persuasive speech and effective use of non-verbal communication;

4) development of empathy and interaction – the ability to take into account the psychological state of the audience and adjust one’s behaviour to achieve optimal interaction.

Reflective activities in the field of communication also involve the use of feedback: the teacher receives information from students about the effectiveness of their teaching, analyses the data and adjusts their activities. This helps not only to improve teaching skills, but also to establish a trusting relationship between students and the teacher, which has a positive impact on the educational process.

In general, communicative reflection is a fundamental component of pedagogical skills. It allows a future teacher of philology to realise his/her own strengths and weaknesses in professional activity, improve communication competences and formulate effective strategies of interaction in the educational environment. That is why the development of communicative reflection during training and pedagogical practice is an important step towards becoming a highly qualified teacher who can successfully adapt to the challenges of modern education.

An important aspect of communicative reflection is its impact on the development of a teacher’s emotional intelligence. Teachers who analyse their own communication strategies have a better understanding of students’ emotional reactions, can anticipate their difficulties and provide a favourable learning environment. This is especially important for philologists, as their work involves constant linguistic and intercultural exchange.

The role of communicative reflection in the professional development of a teacher should be assessed from different perspectives:

1) Reflection helps to form an analytical approach to teaching, which contributes to an objective assessment of one’s own achievements and shortcomings. The teacher is able to rethink their own experience, develop effective teaching strategies and avoid mistakes in the future.

2) Awareness of one’s own role in the learning process, responsibility for student outcomes and ability to influence their learning are important components of a teacher’s professional development. Communicative reflection allows future teachers of philological specialties to determine their own teaching style and optimal methods of working with the audience.

3) In the context of the dynamic development of the educational environment, the ability to quickly adapt to new challenges is a necessary competence for a teacher. A reflective approach allows for flexible changes in teaching methods to meet the needs of students, take into account their feedback and modernise courses.

4) The use of reflection in the teaching process helps to improve verbal and non-verbal communica-

tion. By analysing their own language strategies and the audience's reactions, teachers improve their ability to articulate their thoughts, argue their positions and support an interactive learning style.

5) Reflection allows teachers to evaluate the effectiveness of the teaching methods used and their impact on student learning. It contributes to the development of more effective teaching strategies that ensure not only the transfer of knowledge but also the development of critical thinking in students [2; 3].

It is well known that pedagogical practice is an integral part of the professional training of future philologists, because it is during practical teaching that students have the opportunity to apply the acquired theoretical knowledge, develop pedagogical interaction skills and improve their own teaching style. An important aspect of this activity is the development of reflection – the ability to analyse one's own experience, evaluate its effectiveness and adjust one's teaching activities, as reflection in the process of pedagogical practice contributes to the formation of critical thinking, independence and professional self-awareness in future teachers. It allows students not only to evaluate successes and mistakes in their work, but also to formulate strategic approaches to improving their own teaching.

In the process of teaching practice, philology students face a number of challenges: the need to adapt to new conditions, communicate with students, overcome language barriers, and introduce innovative teaching methods. It is in such situations that reflection helps to comprehend one's own pedagogical experience and identify its strengths and weaknesses.

During the pedagogical practice, several important aspects of reflection are formed in philology students: analysis of communicative interaction – students assess how effectively they communicate with students, whether they explain the material well, whether they involve students in the discussion sufficiently; development of self-reflection – future teachers begin to better understand their own reactions, emotions, teaching styles and approaches to organising the educational process; evaluation of the effectiveness of methodological techniques – students analyse which teaching methods and technologies have proved to be the most effective.

Thus, reflection in the process of pedagogical practice contributes to the gradual professional growth of students, expanding their opportunities for self-improvement and critical rethinking of their own pedagogical experience.

The analysis of scientific literature proves that the development of philology students' reflective skills can be carried out through the use of various methods:

1. Reflective diaries – students keep records of their impressions of classes, difficulties they encountered, and analyse their own pedagogical decisions.

2. The feedback method – students receive feedback from tutors, methodology teachers or students

themselves, which allows them to better understand the effectiveness of their own work.

3. Analysis of video recordings of classes – watching videos allows students to see their own strengths and weaknesses in communication, assess non-verbal interaction and adjust their actions.

4. Group reflective discussions – future teachers have the opportunity to share their experience with colleagues, receive support and useful recommendations [2; 3].

The use of these methods contributes to a deeper understanding of the teaching process, helps students develop critical thinking and the ability to analyse their own teaching activities.

Pedagogical practice is not only an opportunity for future philologists to consolidate their theoretical knowledge, but also an important tool for developing communicative reflection. Self-analysis, evaluation of one's own communication strategies and methodological approaches contributes to the formation of professional skills of a future teacher. Reflection allows philology students not only to correct their mistakes but also to adapt their pedagogical strategies to modern challenges in the field of education.

#### **Conclusions and prospects for further research.**

Thus, it can be argued that communicative reflection is an important tool for the professional growth of future philologists, as it helps to improve students' pedagogical skills, critical thinking and communication skills. The use of reflective methods in the process of pedagogical practice allows future teachers to be aware of their own pedagogical strategies, effectively adapt them to the educational process and ensure an effective learning process. The development of communicative reflection not only raises the level of awareness of philology teachers of their professional activities, but also acts as an effective mechanism for improving the quality of education in general. In view of this, the formation of a reflective approach should be an integral part of the training of future specialists in the field of philological education. The use of various methods of developing reflection contributes to the improvement of communicative competence, critical analysis of one's own activities and the introduction of new approaches to teaching, which, in turn, contributes to effective interaction with students.

Further research on communicative reflection in pedagogical practice can be aimed at a deeper analysis of its impact on the professional development of philologists. In particular, the development and implementation of interactive methods for the development of communicative reflection – the creation of innovative approaches and technologies that will contribute to the effective reflective learning of future teachers of philology; the study of the relationship between the level of communicative reflection and the quality of pedagogical activity – the identification of specific mechanisms through which reflection contributes to the improvement of teaching skills.

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