

REFLECTIVE METHOD IN FOREIGN LANGUAGE TEACHING

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ABSTRACT. The article is devoted to the issue: the use of the reflective method in teaching a foreign language. It is known that teaching foreign language has different types of effective methods and one of them is reflective method. This study advances our understanding of language teaching and reflective method. This study is to analyse the reflective method in the linguistic and discursive behaviour of foreign language students in the process of developing the ability to oral and written foreign language communication. The authors emphasize that it is reflection that helps in assessing students and develops such skills as self-assessment, mutual assessment and interest in the language being studied. Reflection techniques help not only to obtain ready-made information, but also to compare new information with previous materials. Lessons where the reflective method is used are remembered by the students and give a good result. This article gives a complete concept of reflection, as well as types of reflection. Students, by reflecting on their actions in the lesson, will be able not only to find out the gaps in their knowledge, but also to answer the question why it was difficult to work and what skills they need to develop. This article is intended for students, teachers.

KEY WORDS: reflection, teaching, foreign language, questions, methods, communication.

ШЕТЕЛ ТІЛІН ОҚЫТУДА РЕФЛЕКСИЯЛЫҚ ӘДІС

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АНДАТПА. Бұл мақала шетел тілін оқытуда рефлексиялық әдісті қолдану мәселесіне арналған. Шетел тілін оқытудың әр түрлі тиімді әдістері болатыны және оның бірі рефлексиялық әдіс екені белгілі. Бұл зерттеу оқытуда рефлексиялық әдісті қолдану қажеттілігі туралы түсінігімізді кеңейтеді. Бұл зерттеу шетел тілі студенттерінің ауызша және жазбаша шет тілінде қарым-қатынас жасау қабілетін дамыту процесінде лингвистикалық және дискурсивті мінез-құлықтағы рефлексиялық әдісті талдауға бағытталған. Авторлар бұл рефлексия оқушыларды бағалауға көмектесетінін және өзін-өзі бағалау, өзара бағалау және оқытылатын тілге қызығушылық сияқты дағдыларды дамытатынын атап көрсетеді. Рефлексия әдістері дайын ақпаратты алуға ғана емес, жаңа ақпаратты бұрынғы материалдармен салыстыруға көмектеседі. Рефлексиялық әдіс қолданылған сабақтар оқушылардың есінде қалып, жақсы нәтиже береді. Бұл мақалада рефлексияның толық түсінігі, сондай-ақ рефлексия түрлері берілген. Оқушылар сабақта өз іс-әрекетіне ой жүгірте отырып, біліміндегі олқылықтарды анықтап қана қоймай, жұмыс істеу неге қиын болды, қандай дағдыларды дамыту керек деген сұрақтарға жауап береді. Бұл мақала студенттерге, мұғалімдерге арналған.

ТҮЙІН СӨЗДЕР: рефлексия, оқыту, шетел тілі, сұрақтар, әдістері, қарым-қатынас.

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АННОТАЦИЯ. Данная статья посвящена вопросу: использования рефлексивного метода при обучении иностранному языку. Известно, что обучение иностранному языку имеет разные эффективные методы и одним из них является рефлексивный метод. Это исследование расширяет наше понимание о необходимости использования рефлексивного метода при обучении. Данное исследование направлено на анализ рефлексивного метода в языковом и дискурсивном поведении иноязычных студентов в процессе развития способности к устному и письменному иноязычному общению. Авторы подчёркивают, что именно рефлексия помогает при оценивании обучающихся и развивает такие навыки как самооценивание, взаимооценивание и интерес к изучаемому языку. Приемы рефлексии помогают не только получать готовую информацию но и сопоставлять новую информацию с предыдущими материалами. Уроки, где используется рефлексивный метод запоминаются обучающимся и дают хороший результат. В данной статье дается полное понятие рефлексии, а так же виды рефлексии. Обучающиеся делая рефлексии своих действия на уроке сможет не только выявить пробелы своих знания, но и ответить на вопрос почему было сложно работать и какие навыки необходимо развить у себя. Данная статья предназначена для студентов, преподавателей.

КЛЮЧЕВЫЕ СЛОВА: рефлексия, обучение, иностранный язык, вопросы, методы, общение.

INTRODUCTION. Reflection is the majority of the educational process, an active and careful, even persistent consideration of teaching beliefs, and form of knowledge. Language can be best taught as problem solving, situational and social setting. Foreign language teaching is more than a subject, it is the consideration of tradition, culture, communication and practice. Reflective teaching in foreign language study is the driving force to innovative teaching method for better solutions and management from teachers. Z-generation is tech-savvy, open minded, apart from being aware of rights as human beings and behave with each other interactive, the students class-interaction process need higher expectations from modern teachers, it is basic to education in classroom settings, almost all over the world. Contemporary teaching foreign languages request teachers to be updated and communicative, encourage students to ask questions or raise problems to clear doubts. A reflective teacher or advisor identifies teaching and learning problems, ask students to participate in different situations, solutions, have experiments with new forms and ideas. Proficient teachers provide creativity and innovation, though get their students inspired and be involved in active classes. Reflective teaching means not only teaching in one side, but also thinking creatively in learning process also. Teacher-student interaction in reflective thinking, which is never ending continuous action. [1]

In teacher development programs and education, reflection is seen as a way of creative thinking and teaching in solving problematic- pragma tasks, limiting the scope or interpretation of reflection to act teaching and performance (Clift, 1990, Gore, 1987). More guidance is needed by preservice in teaching and learning process to reflect the instructions, decision making in the class. (Nargo, 2017) [2]

MATERIAL AND METHODS OF RESEARCH. The concept of "reflection" (from Lat. Reflexio - turning back) means the ability of a person to be aware and cognizant of any of his own activities. In a broad practical sense, reflection is seen as a person's ability to self-analyse, comprehend and re-think his relationship with the outside world and is a necessary component of a developed intelligence. [5]

For both teachers and learners' reflection is clearly purposeful because it aims at a conclusion. The

purpose of reflecting is to untangle a problem or to make more sense of a puzzling situation; reflection involves working towards a better understanding of the problem and ways of solving it. Reflection enables a learner not only to recall information but to think about the information unit. The learner can, on reflection unravel some difficult new information or /and alternatively realise the importance of new information learnt. He can make links between new and old information while reflecting, he can compare how different teachers have imparted or dissemination the same information; he can come to some conclusions of what is difficult for him and why. He can determine what he has learnt or not mastered. As for the teacher reflection enables him to look back and analyse why what he has disseminated has not been understood or why he was not able to complete the syllabus.[3]

Regardless of the ways in which the various areas of language teaching are specified-reading, writing, listening, and speaking skills, interpersonal, interpretive, presentational modes; communication, cultures, comparisons, connections, and communities goal, each area merits greater intention in novice teacher preparation. However, The focus of attention here solely on the method for encouraging a reflective approach to the teaching of grammar preference to past learning experiences is problematic in that, as Blyte notes, Many foreign language teachers hold traditional beliefs about explicit grammar instruction that is no longer supported by current research in linguistics and second language acquisition.[4]

All language teachers have theories, both 'official' theories we learn in teacher education courses and 'unofficial' theories we gain with teaching experience. However, not all teachers may be fully aware of these theories, and especially their 'unofficial' theories that are sometimes called 'theories-in-use'. Reflections at this stage/level in the framework include considering all aspects of a teacher's planning (e.g. forward, central, and backward planning—see below) and the different activities and methods teachers choose (or may want to choose) as they attempt to put theory into practice. As they reflect on their approaches and methods at this level, teachers will also reflect on the specific teaching techniques they choose to use (or may want to choose) in their lessons and if these are (or should be) consistent

with their approaches and methods they have chosen or will choose. In order to reflect on these, they will need to describe specific classroom techniques, activities, and routines that they are using or intend to use when carrying out their lessons. Another means of accessing our theory is to explore and examine critical incidents (any unplanned or unanticipated event that occurs during a classroom lesson and is clearly remembered) because they can be a guide to a teacher's theory building. In order to access reflections on theory, teachers can reflect on all aspects of lesson planning such as setting lesson objectives, implementing and assessing the lesson, as well as consciously reflecting on the functional roles they and their students perform or should perform during the lesson. In order to access theory at this stage or level of the framework, teachers are encouraged to reflect on their theoretical orientation to planning from among three main theoretical approaches: forward planning (teachers identify the content of the lesson first and then teaching methods that will be used to teach the content), central planning (teachers decide on teaching methods before choosing the content of lesson), and backward planning (teachers decide on their desired lesson outcomes first and then decisions about lesson activities). Another means of accessing our theory is to explore and examine critical incidents.[6]

Reflective teaching practice is creating a skill or a habit around examining surrounding. Critical thinking or reflection refers to an active participation in consideration, evaluation, achieving the goals. Reflection is a process that applies in solving the questions, situations that need decision. Enables the teacher, manager of the educational process to guide and direct learning and teaching in appropriate way. Based on Jenny Moon: Reflection is a form of mental processing. It is used to fulfil a task to achieve outcomes. It is of course applied to solve anticipated problems, reprocess the knowledge, understand the situation, possibilities, emotions. Then Reflection is a process itself to be applied in decision making activities. Based on Waltman and Stickel the application of reflection by the teacher is simply activities aided to paying attention. Reflective discussion encourages the learners to be more involved on activities in the classroom by asking questions, reflect upon and interpret video, audio, experiences, story, illustrations, etc. To re-

late the content of the given story, life experience, questions encourages students to be interested in personal interpretations, feelings, demonstrate different attitudes, ideas, opinions, which is valuable.

- Reflective Discussions
- Reflective Thinking
- Reflective Reading
- Reflective Observations
- Reflective assessment and feelings.

Reflection, and reflective practice, plays a pivotal role in teacher learning and professional development (Cirocki and Farrell, 2017., Farrell, 2015., Widodo, 2018) because it gives teachers the opportunity to self-assess their teaching knowledge (e.g., beliefs, perceptions, assumptions) and practice, as well as share thinking and practices in informal groups or well-established communities of practice (Curtis, Lebo, Cividanes, Carter, 2013., Farrell, 2013). Reflective practice, documented in recent research (Farrell, 2018), has been operationalised in different ways, including learning through and from experience, evidence-based observations and examination of critical incidents (Akbari, 2007., Arslan, 2019., Farrell, 2013., Widodo, 2018). Regardless of the different approaches, it can be defined as thinking about classroom events, experiences or critical incidents, before, during and after their occurrence, in ways that allow for deep introspection and evaluation. From an ecological perspective, reflective practice embraces three levels: surface reflection, pedagogical reflection and critical reflection (Larrivee, 2008). With surface reflection, teachers emphasise technical methods to achieve specific goals (e.g., Shall we do it again and in a better way?). Pedagogical reflection involves reflecting on instructional theories and approaches, and connections between theory and practice; teachers aspire to achieve consistency between espoused theory (i.e., what teachers say, believe and value) and theory-in-use (i.e., what teachers actually do in the classroom). Critical reflection involves teachers reflecting on the moral and ethical implications of their classroom practices on students and themselves as lifelong learners (Farrell, 2015). It involves an in-depth examination of both personal and professional belief systems as well as educational practices (Crandall 2016). It is therefore important to view teacher critical reflection as a self-dialogue that not only allows practitioners to question, evaluate and problematise

their teaching beliefs, knowledge and practices, but also leads to their transformation or reconstruction. Critical reflection is therefore a systematic and cyclical process that includes self-observation, self-awareness and self-evaluation, all of which aid the (re)construction of professional knowledge (Farrell, 2007., Widodo 2018). [8]

RESULTS AND THEIR DISCUSSION. Reflection in teaching foreign languages to students is becoming a dominant worldwide. Pennington in 1992 defined reflective teaching as deliberating upon experience. Reflective orientation she gives as a means for improving classroom outcomes, confidence, self motivation both teachers and learners. [4]

Reflective practice is very important in improving a teachers competencies in teaching process. Reflective is relevant in providing lectures, expertise, in primary importance is structured reflection and systematic reflection. Students never learn from their mistakes, but from their reflections on their mistakes. Continuous and consistent dialogue makes the process of reflection. [7]

CONCLUSION. In general, reflection is important in learning to teach. This has been documented as a catalyst for the professional growth of students and teachers of foreign languages. The conclusion that a professional reflective teacher is an agent of meaningful student learning is accepted without any reservations and contradictions. It can be said that the teacher's reflective practice is like an interaction or dialogue with the cognitive self. It is an inner language or inner voice; it guides the assessment, identification and analysis of the relationship between knowledge and events in pedagogical practice (learning situations and problems). In addition, reflective thinking and the teacher's approach to learning are closely related to his behavior in the classroom and learning. Teacher reflection stimulates personal and professional growth and motivation. Only pre-service teachers who developed a strong sense of individuality associated with professional identity were able to successfully transition to teaching; they had no problems because they promised success. When we talk about language learning (including learning English) and virtually all types of learning, we see that there are three well-defined criteria for meaningful learning. First, the language

used in communication must be accepted and understood by the participant. Second, the choice must be made freely to introduce new concepts in a non-arbitrary, non-literal way. Thirdly, in order to consolidate new knowledge, a person must have a framework of concepts. This can be called the uniqueness of the teacher, this is his wealth. In conclusion, no two people can share an exact point of view or be equally informed, and they cannot/cannot think in the same way; because each of them has a different uniqueness and variability in cognition, which constitutes a unique personality. Further, there can be no absolute statement about the process of reflection; it is an individual process for each person. Allah created each individual unique: therefore, each person has a unique reflection experience, shaped by personal abilities, knowledge and life experience; it is tailored to the needs of each individual using the most appropriate approach or method. Whenever a problem arises, it represents a lack of connection, a lack of life experience or meaning that needs to be resolved, anticipated and eliminated: therefore, constant reflection and learning is required to confront situations/problems. It should not be forgotten that reflection is important in learning to teach. However, learning is not homogeneous. There are obstacles in the process of reflection. Academic discussion of the process and composition of reflection often involves several barriers to reflection. Inherent characteristics of learning can hinder the development of teachers' reflection. These barriers include certain realities in learning: past teacher teaching patterns, unwillingness to reflect, lack of free time (most people's lives are busy), the influence of student institutions, and the demands of teacher education programs. In addition, pre-service teachers hold beliefs acquired prior to teacher training (prior to service) that affect their ability to apply a reflective approach. [1]If such strong preconditions influence reflection, "novice" teachers may not be able to plan, reorganize, and revise their teaching. Such teachers should be provided with orientation/inductive learning/training courses to clear their minds, allowing them to move on a path of continuous reflection for the benefit of the student community, ultimately serving the community and thereby smoothing the process of adopting a progressive stance.

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