



UDC 378.016; IRSTI 14.35.07

<https://doi.org/10.47526/2025-1/2664-0686.164>G.T. URAZBAYEVA¹ , K.Ye. IBRAGIMOVA² ¹*Doctor of Pedagogical Sciences, Associate Professor**L.N. Gumilyov Eurasian National University**(Kazakhstan, Astana), e-mail: urazgulsara@gmail.com*²*PhD Doctoral Student of L.N. Gumilyov Eurasian National University**(Kazakhstan, Astana), e-mail: karla_ibragimova@mail.ru***DEVELOPMENT OF UNIVERSITY STUDENTS' REFLEXIVE CULTURE:
REVIEW OF RESEARCH APPROACHES**

Abstract. The relevance of studying the problem of the development of students' reflexive culture is due to the increasing need for a specialist with analytical abilities, who is able to identify the causes of difficulties and carry out the correction of ways of activity. The article presents an analytical review of scientific research, covering the problems of the reflexive culture of future specialists. The review of scientific sources is based on the following research questions: disclosure and clarification of the essence of the concept of "student's reflexive culture"; definition of a set of pedagogical conditions of development of university students' reflexive culture; analysis of the structure of university students' reflexive culture and criteria of development of its components.

The conclusions in the article are based on the theoretical analysis of the scientific material and its generalization. The author defines students' professional reflective culture as an integral quality represented by the unity of theoretical and practical readiness of a person to design and regulate one's own professional activity, to professional self-development, and including a complex of special knowledge, skills, and values.

Generalizing the approaches to the structure of a student's reflexive culture and taking into account the criteria of development of its components, the authors characterize a student with an advanced level of formation of reflexive culture. According to the results of the analytical and experimental study, several recommendations for the development of students' reflexive culture in higher education institutions have been formulated.

Keywords: reflexive culture, reflection, professional self-development, reflexive competence of a teacher, reflexive dialogue.

Г.Т. Уразбаева¹, К.Е. Ибрагимова²¹*педагогика ғылымдарының докторы, доцент**Л.Н. Гумилев ат. Еуразия ұлттық университеті.**(Қазақстан, Астана қ.), e-mail: urazgulsara@gmail.com*²*Л.Н. Гумилев ат. Еуразия ұлттық университетінің PhD докторанты**(Қазақстан, Астана қ.), e-mail: karla_ibragimova@mail.ru****Бізге дұрыс сілтеме жасаңыз:**

Urazbayeva G.T., Ibragimova K.Ye. Development of University Students' Reflexive Culture: Review of Research Approaches // *Ясауи университетінің хабаршысы*. – 2025. – №1 (135). – Б. 281–294. <https://doi.org/10.47526/2025-1/2664-0686.164>

***Cite us correctly:**

Urazbayeva G.T., Ibragimova K.Ye. Development of University Students' Reflexive Culture: Review of Research Approaches // *Iasauı universitetinin habarshysy*. – 2025. – №1 (135). – Б. 281–294. <https://doi.org/10.47526/2025-1/2664-0686.164>

Date of receipt of the article 01.12.2023 / Date of acceptance 30.03.2025

Университет студенттерінің рефлексиялық мәдениетін дамыту: зерттеу тәсілдеріне шолу

Аңдатпа. Студенттердің рефлексиялық мәдениетін дамыту мәселесін зерттеудің өзектілігі іс-әрекетіндегі қиындықтардың себептерін анықтай алатын және оларды түзете алатын аналитикалық қабілеті бар маманға деген қажеттіліктің туындауымен байланысты.

Мақалада болашақ мамандардың рефлексиялық мәдениетінің мәселелерін қамтитын ғылыми зерттеулерге аналитикалық шолу берілген. Ғылыми дереккөздерге шолу келесі зерттеу сұрақтарына негізделді: «студенттің рефлексивті мәдениеті» ұғымының мәнін ашу және нақтылау; университет студенттерінің рефлексивті мәдениетін дамытудың педагогикалық шарттарының кешенін анықтау; университет студентінің рефлексивті мәдениетінің құрылымын және оның компоненттерін дамыту критерийлерін талдау.

Мақаладағы тұжырымдар ғылыми материалды теориялық талдауға және оны жалпылауға негізделіп жасалған. Авторлар студенттердің кәсіби рефлексиялық мәдениетін интегралды сапа ретінде анықтайды, ол жеке тұлғаның теориялық және практикалық дайындығын жобалаудың, өзін-өзі кәсіби қызметке реттеудің, арнайы білімді, дағдыны, біліктілікті қамтитын құндылық көзқарастарының кәсіби дамуының жиынтығын білдіреді.

Авторлар студенттің рефлексивті мәдениетінің құрылымын жалпылау арқылы және оның компоненттерінің даму критерийлерін ескере отырып рефлексивті мәдениеті жоғары деңгейде қалыптасқан студенттің сипаттамасын береді. Жүргізілген аналитикалық және эксперименттік жұмыстың нәтижелері бойынша ЖОО-да студенттердің рефлексивті мәдениетін дамыту бойынша бірнеше ұсыныстар тұжырымдалды.

Кілт сөздер: рефлексивті мәдениет, рефлексия, кәсіби өзін-өзі дамыту, оқытушының рефлексивті құзыреттілігі, рефлексивті диалог.

Г.Т. Уразбаева¹, К.Е. Ибрагимова²

¹ доктор педагогических наук, доцент

Евразийский национальный университет им. Л.Н. Гумилева
(Казахстан, г. Астана), e-mail: urazgulsara@gmail.com

² PhD докторант Евразийского национального университета им. Л.Н. Гумилева
(Казахстан, г. Астана), e-mail: karla_ibragimova@mail.ru

Развитие рефлексивной культуры студентов вуза: обзор исследовательских подходов

Аннотация. Актуальность изучения проблемы развития рефлексивной культуры студентов обусловлена обострением потребности в специалисте с аналитическими способностями, который может выявлять причины трудностей и осуществлять коррекцию способов деятельности.

В статье представлен аналитический обзор научных исследований, освещающих проблемы рефлексивной культуры будущих специалистов. Обзор научных источников основывается на следующих исследовательских вопросах: раскрытие и уточнение сущности понятия «рефлексивная культура студента»; определение комплекса педагогических условий развития рефлексивной культуры студентов вуза; анализ структуры рефлексивной культуры студента вуза и критериев развития ее компонентов.

Выводы в статье базируются на теоретическом анализе научного материала и его обобщении. Авторы определяют профессиональную рефлексивную культуру студентов как интегральное качество, представленное единством теоретической и практической готовности личности к проектированию и регулированию собственной профессиональной деятельности,

к профессиональному саморазвитию, и включающее в себя комплекс специальных знаний, умений, ценностных установок.

Обобщая подходы к структуре рефлексивной культуры студента и учитывая критерии развития ее компонентов, автор приводит характеристику студента с продвинутым уровнем сформированности рефлексивной культуры. По результатам проведенной аналитической и экспериментальной работы сформулировано несколько рекомендаций по развитию рефлексивной культуры студентов в вузе.

Ключевые слова: рефлексивная культура, рефлексия, профессиональное саморазвитие, рефлексивная компетенция преподавателя, рефлексивный диалог.

Introduction

The need for a specialist with analytical skills, who can pinpoint the root of problems and implement the correction of behavior patterns, has increased in the context of contemporary sociocultural conditions, necessitating study of the issue of developing and forming the reflexive culture of future specialists.

The capacity to explore qualitative indicators in practical activity is a skill that modern specialists require to measure the results of their work and to support the processes influencing the accomplishment of qualitative indicators in activity [1, p. 210]. These abilities are described as reflexive, required for professionals at every functional stage of professional activity, and act in this case as a mechanism of professional development [1, p. 210].

The development of information, abilities, and skills for effective social interaction are critical in today's world. In order to increase a student's capacity for reflection and to use reflection as a psychological and educational tool for enhancing one's self-concept, it is essential to develop a complex of pedagogical circumstances in higher professional education systems.

Researchers who study the challenges of reflective culture formation underline its significance for individual self-actualization and personality self-understanding.

The effectiveness of training a qualified specialist depends on the individual's need for continuous development, which is realized through a new educational paradigm that necessitates a shift in the educational process's focus from teaching students how to acquire knowledge and experience independently to teaching them these skills [2].

The experience of professional training in universities, however, demonstrates that it is not focused and purposefully working to develop students' reflective cultures.

The efficiency of the process of developing students' reflexive cultures in the educational process at a university is reached through the integration of a complex of conditions, so it becomes necessary in this plan to understand the fundamental qualities of a student's reflexive culture and the pedagogical conditions of development of a student's reflexive culture.

In light of this, it appears important to review the scientific literature addressing the issues with the reflexive culture of specialists. This review of scholarly sources is based on the following research questions:

- 1) to reveal the essence of the concept "reflexive culture of the student";
- 2) to define a set of pedagogical conditions for the development of the reflexive culture of university students, described in scientific research;
- 3) to analyze the structure of a university student's reflexive culture and the criteria for developing its components.

Research methods and materials

The following methods were used in this article: analysis of the psychological and educational literature on the topics under research, analysis of the findings, and generalization.

The methodological basis of the research problem of the development of the university student's reflexive culture is the systematic approach. The system approach to the issue under investigation entails the exposure of students' reflexive cultures as integral systems, the analysis of a number of variables that led to the emergence of those cultures, and an examination of the structure of such cultures among university students.

The analysis of theoretically published academic literature on the topic under inquiry served as the study's starting point.

A survey using a Google form was distributed to students at S. Seyfullin Kazakh Agrotechnical Research University and L.N. Gumilyov Eurasian National University.

The purpose of the survey is to investigate the scientific and pedagogical bases for the development of reflective culture among students. In total, the questionnaire contains 13 questions designed to understand students' attitudes toward reflexive culture and its application in the learning process. There was a total of 132 respondents from various educational programs such as Foreign language, Tourism, Finance, Logistics, Sociology, Psychology, Animal husbandry, Engineering, Construction and Geodesy.

Results and discussion

Clarification of the essence of the concept of "a student's reflexive culture"

The notion of "reflexive culture" is viewed in various ways, including as a system and dynamic personality formation [3], an intrinsic characteristic of a personality [2], a functional element of general and professional culture [4], and an integrated personality quality [5].

In T.V. Shelkunova's study reflexive culture is revealed as a system and dynamic formation of a personality, characterized by a certain level of development of professional self-consciousness and professional competence, including a set of socially and professionally conditioned ways of self-analysis, self-assessment, designing and redesigning own professional pedagogical activity. [3, p.8].

O.V. Razdorskaya believes that reflexive culture presupposes answers to the following questions:

- 1) is my life position correct?
- 2) what am I like now and what was I like before?
- 3) what do I want to become?
- 4) what is my ideal "I-image" and what do I need to achieve it?
- 5) how can I satisfy my need for self-realization, and self-improvement [6, p.37].

O.V. Razdorskaya views professional reflective culture as an essential quality that is represented by a personality's theoretical and practical readiness to create internal values defined through self-analysis, self-assessment, and self-understanding [2, p. 10].

According to T.M. Usmanov, the reflexive culture of a personality is a cultural value; it is a complex, multilayered dynamic formation that consists of a variety of unique information, talents, and abilities as well as value installations and methods for thinking about and evaluating one's own personality [4, p.12].

According to A.V. Alenchenkova, the concept of "reflexive culture" – which is regarded as an integrative quality of personality and includes self-analysis, self-assessment, self-design, self-realization, self-control, and self-development of students to reveal their personal and pedagogical potential – is clarified in terms of its essence and content as applied to the process of additional professional education of students [5, p. 7].

The concept of "manager's reflexive culture", as defined by T.Yu. Medvedeva, refers to a system capability of active, adequate awareness and rethinking of the key components of managerial activity, own internal states, self-relation, providing internal orientation, and readiness of a manager to effectively implement professional managerial activity. Intellectual and operational,

personal, communicative and cooperative, and regulatory are its four interconnected parts [7, p. 8–9].

The key moments must be taken into consideration when the term "reflective culture" is introduced. Therefore, researchers outline the positive roles that reflective cultures play in an individual's professional development, as well as the connections between an individual's professional growth, professional culture development, and reflective-innovative potential [7].

Emily E. Virtue claims that teachers should reflect on their interactions with students as well as their methods as they strive to make them better. Teaching is a human practice that involves engaging the entire classroom, including each student, in meaningful and developmentally appropriate ways. It goes beyond simply imparting knowledge [8].

A future expert can understand the available professional experience, actualize their personal and professional potential, and improve their readiness for self-development through reflexive culture.

We define the *professional reflexive culture of students* (future specialists) as an integral quality, represented by the unity of theoretical and practical readiness of an individual to design and regulate their own professional activity, to professional self-development, and including a complex of unique knowledge, skills, values, and attitudes. This definition takes into account the literature review.

In the process of instructing students, it is important to stress that there are “different types of reflection: proper intellectual, connected with comprehension of the subject content of a problem situation and its operational solution, and personal, connected with comprehension of conflicts, attempts to overcome them” [9, p.25].

Scientists draw attention to the fact that at the current stage of society's development, each specialist is expected to be able to adjust to the rapidity with which the demands of professional activity change, and the goal of training is the development of those skills [8]. To be able to evaluate the course and outcomes of professional work objectively, a specialist must urgently grasp professional reflection [9, p. 215].

Pedagogical conditions of formation of reflective culture of the student.

The establishment of a complex of instructional settings ensures the effectiveness of the building of students' reflexive culture. The following fundamental terms are defined in research: Setting up a framework for creative self-realization while learning a trade, developing standards for students' educational-professional role-modeling, and forming a reflective personality type [6, p. 79].

T. Yu singles out the employment of interactive teaching methods, which allow students to «exit» the reactive (reproductive) approach of handling academic and professional activities. Medvedeva as a crucial factor in the formation of students' reflexive culture [7].

We think that if a reflexive-directed educational environment is established, students' reflexive culture can be effectively developed.

A reflexive educational environment is described by I.A. Shumakova as a combination of external and internal pedagogical conditions that promote the active development of a pedagogical activity culture, i.e., the opportunity to choose the objectives, subject matter, and instructional strategies that will best advance one's personal and professional development [10, p. 73].

The following characteristics of a reflective educational environment are its primary components:

- 1) it is proportional to the personality that develops there;
- 2) a teacher and a listener act as subjects in it;
- 3) the organization in it has a socio-personal character;
- 4) there must be an internal contradiction or subjective difficulty (connected with the pedagogical or educational activity of the subject itself);

5) the reflective educational environment is a set of external and internal conditions, etc. [10, p.7]

Reflection serves as a foundation for the learner to carry out an educationally independent activity, according to M.A. Fedorova's research [11, p. 19]. This is because “the reflexive environment reflects on educational subjects of independent activity in the educational process, themselves in it, their partners, relations with them, the character of interaction, mental designing of resource support included in one's and other activity, and also a technological component of the educational process” [11, p.27].

The most crucial prerequisite for the growth of students' reflexive culture, in our opinion, is the development of reflexive competence in university teachers. “Forming a reflexive environment, or a set of conditions for personal growth, which allows for the possibility of self-examination and self-correction of socio-psychological and professional resources, is one of the ways to successfully develop a teacher's reflexive competence”. [12, p.165].

Reflection in a teacher's professional activity can be seen in situations where they interact directly with students, during the process of designing and building educational activities, as well as during a stage where they analyze and evaluate their own work, using themselves as a subject [13, p. 165].

Professional pedagogical reflection, according to researchers M.N. Averina and A.V. Voronin, is linked to the particulars of pedagogical work, with one's own pedagogical experience, revision of its foundations, and redesigning the methods of pedagogical actions (including in connection with the emerging trends in modern education, sociocultural policy) [14, p.114].

The approaches of the authors [8; 12–14] are confirmed by a study, namely a survey conducted among university students.

Introductory questions were asked to find out the students' awareness of reflection in general (Table 1). It can be noticed that culture as a concept is more familiar to students than reflection or reflexive culture. Although 65.2% indicated knowledge of “reflection”, 32.6% were unfamiliar with the term “reflective culture”.

Table 1 – Awareness of cultural and reflective concepts among respondents

Question	Yes	No	Don't know
Are you familiar with the concept of culture?	87,9%	6,1%	6,1%
Are you familiar with the concept of reflection?	65,2%	19,7%	15,2%
Do you know what reflexive culture means?	50%	32,6%	17,4%

It can be seen from the Table 2 that a larger percentage of students consider the development of reflective culture in English classes necessary. Regardless of that, there is still a big percentage of students (31,1% and 29,5%) that can't give a clear answer on necessity of developing and forming reflective culture. Results are probably distributed like this due to the unawareness of reflective culture in general.

Table 2 – Perceptions on the necessity of developing reflexive culture in education

Question	Yes	No	Don't know
Do you think it is necessary to develop a reflexive culture in the educational process?	59,8%	9,1%	31,1%
Do you think it is necessary to form a reflective culture in the educational process?	59,1%	11,4%	29,5%

As it can be seen from the distribution of answers to the next question (Table 3), teachers do not engage in formation of reflective culture in classes. Thus, only 43.2% of respondents answered positively, while the majority of respondents indicate either that teachers do not create conditions for reflective culture or they are not aware of it in general.

Table 3 – Conditions for formation of reflective culture by teachers

Question	Yes	No	Don't know
Do your teachers create conditions for the formation of a reflective culture?	43,2%	22%	34,8%

We observe the same pattern as in the 1st set of questions (Table 4). Even though reflexive skills are a familiar concept for most of the students (55,3%), almost half of them would be unable to define it.

Table 4 – Understanding of reflexive skills

Question	Yes	No	Don't know
Do you know what reflexive skills mean?	55,3%	28%	16,7%

The next set of questions was aimed to explore how students can evaluate themselves in the learning process (Table 5). Thus, from the distribution of answers, we see that students are mostly confident about the ways in which they can evaluate and analyze themselves. 90.9% of respondents indicated that they were interested in self-education.

It can be seen that students have the greatest difficulties with speaking in a foreign language. 13.6% of students answered that they cannot express themselves in a foreign language. This is quite a big gap compared to other questions. That is, while students are engaged in self-education and are able to evaluate and analyze their actions and skills, speaking freely in a foreign language seems to be a difficult task for them. On the other hand, such an assessment may be indicative of their ability to reflect on their progress and abilities.

Table 5 – Self-analysis and self-knowledge in educational activities

Question	Yes	No	Don't know
Are you aware of the need to analyze your actions while solving various tasks during classes?	77,3%	7,6%	15,2%
Are you interested in self-knowledge?	90,9%	5,3%	3,8%
Are you able to evaluate your learning activities?	87,1%	4,5%	8,3%
Can you evaluate the logic of your actions?	81,1%	6,1%	12,9%
Are you able to express your point of view in a foreign language?	73,5%	13,6%	12,9%

In addition, when asked about the use of various forms of group work (Table 6), the majority of students (73.5%) responded positively.

Table 6 – Use of group work in educational settings

Question	Yes	No	Don't know
Are different forms of group work used in class?	73,5%	15,2%	11,4%

The data obtained during the conducted questionnaire survey show that, despite the interest in self-education and confidence in their abilities to evaluate and analyze themselves, students don't have sufficient knowledge about reflective culture and its application in the educational process.

The respondents emphasize that the development of a reflexive culture is necessary. At the same time, we observe that the lessons themselves don't provide conditions for developing said concept among students. This may be due to the ignorance of both students and teachers about the importance of the reflective culture. In addition, students are noticeably lacking the ability to express their thoughts in a foreign language.

Therefore, future teachers must concentrate on active student contact, activating learning activities, and analyzing and evaluating their work when developing their pedagogical reflection.

Despite this, we can say that most students are skilled enough to introspect and thus reflect on their skills and possible areas of development. Overall, the survey highlights the need for further attention to the development of a reflective culture among students to improve their learning experience.

The researchers believe that the activity approach is the primary strategy that determines the direction of the process of developing professional pedagogical reflection. The direction of professional pedagogical reflection to professional action determines its formation [15, p. 11].

We concur with I.G. Bessonova that this process can be seen as the progression of students' reflective activity from appropriate educational activity through quasi-professional and educational-professional activity to proper professional engagement [15, p. 11].

Application of the contextual approach in training is a requirement for increasing students' reflexive culture at the university because it is one of the primary means of ensuring that educational and cognitive activity corresponds to the details of professional activity [16].

However, it should be noted that if the following pedagogical requirements are met, innovative teaching technologies can be highly effective in fostering students' reflexive cultures:

- Innovative technologies of teaching are focused on the formation of the ability of students to apply professional knowledge in a specific situation;
- The formation of knowledge, abilities and skills of students based on the use of innovative technologies is subordinated to the comprehension of the peculiarities of their future professional activity;
- The use of innovative technologies in the process of students' professional training is carried out on the basis of determining different levels of mastering the reflexive culture, measured by appropriate criteria and indicators.

Reflection is based on identifying the so-called points of support, or the knowledge, skills, and talents that are already in place and enable one to succeed, as well as the areas of growth, or the shortcomings and challenges that prevent the expected results from materializing [17]. According to R.G. Gabdrakhmanova, R.M. Khusainova, and S.E. Chirkina, reflexive understanding of the sites of support and growth enables us to:

- To fix peculiarities of movement in relation to the expected results, as well as meaningful changes occurring in the subject of activity itself;
- Through comprehension of the received practice to transfer it into experience, which can be used in the future;
- Based on the obtained above, to make conclusions and timely correct the subsequent activity, making it more effective [17].

In this regard, using active learning strategies in higher education enables the student's reflective activity to grow.

In today's educational system of higher education institutions, it is significant to incorporate the technologies of research, project, and reflexive combination with the technologies of development of critical thinking [18, p.1720].

By putting reflexive activity into practice, reflexive educational technologies enable students to reach their full creative potential. The core idea of such a model of reflexive-oriented education is co-creativity, which refers to all participants in the educational process creating the conditions for each subject's self-disclosure [19, p. 14].

The authors of “Impact of pedagogical reflection in the teaching practicum from Caquetá practitioners’ perspective: a literature review” highlight research from Africa, Russia, Colombia, England, and Turkey that demonstrates how pedagogical reflection raises in-service teachers’ awareness of their pedagogical roles. Furthermore, by use of introspection, they consistently enhance their educational journey and introspection [20].

The reflective teacher promotes the students to take an active part in their learning. For personal growth and professional development, the reflective teacher facilitates self-awareness along with self-reflection and self-evaluation [21].

Reflexive dialogue is a cutting-edge strategy for fostering future specialists’ creative orientation and self-esteem.

Reflexive dialogue in the educational process of a university is a pedagogical interaction (teacher and student, teacher and administration, administration and parents, teacher and teacher, parents and student), connected with the development of personality relations [22, p.17].

Note that “specially organized joint reflexive activity of students and a teacher should be purposeful, transformative, subjective, and conscious; commonality in the construction of ways, process of activity, and its final results”. [23, p.76].

According to G.I. Davydova’s research, the laboratory of reflexive-psychological support for the creative development of personality in the educational process should have the following structural elements, which correspond to the overarching objectives of personality-centered education: 1) is socio-reflexivity of interpersonal relationships (seminars, trainings, elective courses); 2) is socio-reflexivity of professional activity skills (seminars, trainings, elective courses); 3) is socio-reflexivity of cultural design (creation of course and diploma projects) [22, p.14].

We are confident that the establishment of such a reflexive-psychological support laboratory at the university will offer organized assistance for the development of a student’s reflexive culture.

The structuring of reflection technique is one of the most efficient ways that teachers can organize their lessons.

According to A.I. Alekseeva, a training session’s content can follow the following progression when reflexive techniques are used: selection of theoretical material that will be helpful in the subsequent practical activity; selection and reproduction of the content; independent transfer of knowledge and skills in a new professional situation; formation of beneficial relationships with the activity; and reflexive self-assessment of the activity [24, p.11].

In addition, it’s important to remember that “the basic algorithm of a technique of the organization of reflection includes the following stages: problematization, comprehension, goal setting, action, and comparison of the previous result with the new one” [24, p. 11].

According to O.V. Burdyugova, the implementation of reflection techniques presupposes the inclusion of the mechanism of reflection at each level of a study session. In this regard, the researcher outlines the phases of a study session as follows: reflection of the findings from prior work; visualization of the new material; reflective practice under the supervision of a teacher; reflective independent practice of students; reflection of a study session; and self-control of students’ knowledge [18, p. 1722].

It is crucial to take into account the following research recommendations while tackling a practical educational problem: The author’s technology can be used to create a set of educational issues, but it is important to keep in mind their didactic qualities. It is advised to consider two stages of independence: at the first level, students deal with tasks where circumstances are formulated, and

at the second level, they can resolve educational issues by independently establishing task conditions [19, p. 14].

Industrial practice – which is a required component of educational programs (EP) – promotes the integration of contextual learning into the university's system for preparing future specialists. The way industrial practice is set up makes it possible to give students training that is both theoretical and practical, fostering the development of their reflective culture.

Because modeling, designing, and forecasting of activity and its outcomes are carried out during the scientific research process, the organization of students' research work also enables the realization of a reflexive approach in their training.

Structure of a student's reflexive culture and criteria of development of its components. Researchers define different variants of the structure of the reflexive culture of future specialists:

- intellectual-operational, personal, communicative-cooperative, regulatory [7, p.13];
- axiological, process-technological, cognitive, managerial-regulative [25, p.15-16];
- cognitive-informational, motivational-value, activity-transformation [4, p.16];
- emotional, cognitive, action-practical [2, p.16].
- autopsychological component (“I”), object-psychological (“Other”) and social-psychological (“Relations”); cognitive, behavioral and emotional; retrospective, actual and prospective [1, p.213].

The use of the criteria emphasized by the study's authors is a requirement for the growth of the student's reflexive culture abilities and capacity to advance to a higher level.

According to the criteria listed in O.V. Razdorskaya's research, the phenomenon of the development of a professional reflective culture can be identified [2, p. 16]. These criteria include the capacity for self-awareness and self-knowledge, the capacity for professional foreign language communication, the availability of creative thinking, and a value-oriented attitude toward professional activity.

T.M. Usmanov's study makes the assumption that a person's orientation toward and preparedness for reflexive behavior can serve as indicators of their reflexive culture [4, p. 16].

The following criteria were created by A.A. Mushakov to gauge the level of a student's reflexive culture: the student's awareness of the caliber of their professional knowledge, skills, and academic and professional tasks; the student's internal readiness to engage in reflexive activity; the student's capacity to recognize and reevaluate stereotypes of their own behavior; the student's capacity to plan and organize educational and future professional activity; a high level of readiness for professional creativity, awareness of the suitability of the means and methods employed by students, the capacity to reflect on their educational and professional experiences and actions [24, p. 16].

Generalizing the approaches to the structure of a student's reflexive culture and taking into account the criteria of development of its components, it is possible to describe a student with an advanced level of formation of reflexive culture.

Students with a high degree of drive for performance and success in academic and quasi-professional activities, as well as a high level of awareness of the many types of reflection and reflexive culture, are said to have advanced levels of reflexive culture development. They are also well aware of how to utilize reflexive skills. They have a high level of ability to set and solve problems on self-change during educational activity, a high level of ability to master their experience; demonstrate readiness to act in situations with a high degree of uncertainty; understand the value of professional knowledge; understand the goals and objectives of professional activity, have the skill of self-diagnosis and the skill to apply them in various activities; demonstrate the ability to adequately assess themselves and the results of their activities; have the ability to understand the mechanisms of design and organization of collective activity, the skills of awareness and rethinking of different images of the “self” (“I-professional”, “I-student”, “I-person”, etc.).

Conclusion

Theoretical analysis of the scientific literature allowed us to specify the concept of professional reflexive culture of students (future specialists) as an integral quality represented by the unity of theoretical and practical readiness of an individual to design and regulate own professional activity, to professional self-development, and which includes a complex of special knowledge, skills, values and attitudes. The efficiency of the formation of students' reflexive culture is provided by the creation of a set of pedagogical conditions.

Based on the review of research approaches of scientists the complex of pedagogical conditions influencing the efficiency of formation of reflective culture of students is revealed. This complex includes:

- modeling of educational and professional activity of students to form a personality of reflexive type;
- use of interactive teaching methods, providing the “exit” of a student beyond the reproductive way of solving educational and professional problems;
- creation of reflexive-directed environment in the process of students' learning;
- development of reflexive competence in higher education teachers;
- application of contextual approach in university education;
- using the methodology of organizing reflexion in classrooms;
- organization of reflexive dialogue in the process of higher education;
- using the opportunities of students' practice, research work in the interests of forming their reflexive culture.

Scientists are looking into the phenomena of a student developing a professional reflexive culture based on the structure of that culture as well as the relevant indicators and criteria. The models of the students' reflexive culture development by the scientists illustrate the connections between the reflexive culture's elements and the stages of the students' development, as well as the problems with the methodological underpinnings of their production. The created model of developing the students' reflexive culture is thought to be realized to the greatest extent by the specified and experimentally proven instructional conditions.

Based on the scientific review, taking into account the pedagogical experience at universities, it seems appropriate to formulate some recommendations:

- 1) to carry out the process of formation of students' reflexive culture in educational programs of a higher education institution based on the analysis of specific requirements to the activity of specialists, designing the model of their professional personality;
- 2) to form students' reflexive culture, to introduce innovative teaching technologies, aimed at forming students' ability to apply professional knowledge in a specific situation;
- 3) to include elective courses in the educational programs on the areas of training for the development of reflexive competence of future specialists;
- 4) to organize at the university professional development courses for teachers, contributing to the purposeful formation of the reflexive culture of a teacher, consisting of a set of theoretical and practical classes.

BIBLIOGRAPHY

1. Набережная М.А. Организация рефлексивной культуры студентов в процессе профессионального образования // Материалы II Всерос. науч.-практ. конф. «Психологическая культура личности: теория и практика». – Белгород: Белгор. гос. ун-т, 2009. – С. 210–216.
2. Раздорская О.В. Формирование рефлексивной культуры студентов медицинского вуза в процессе изучения английского языка: автореф. ... канд. пед. наук. – М., 2009. – 30 с.

3. Шелкунова Т.В. Формирование рефлексивной культуры педагога в системе повышения квалификации: автореф. ... канд. пед. наук. – Новокузнецк, 2011. – 20 с.
4. Усманов Т.М. Педагогические условия развития рефлексивной культуры курсантов в образовательном процессе военного вуза: автореф. ... канд. пед. наук. – Хабаровск, 2012. – 22 с.
5. Аленченкова А.В. Развитие рефлексивной культуры слушателей в процессе дополнительного профессионального образования: автореф. ... канд. пед. наук. – Орел, 2016. – 23 с.
6. Раздорская О.В. Формирование рефлексивной культуры студентов медицинского вуза в процессе изучения английского языка: дис. ... канд. пед. наук. – М., 2009. – 207 с.
7. Медведева Т.Ю. Педагогическое обеспечение процесса формирования рефлексивной культуры у будущих менеджеров в вузе: автореф. ... канд. пед. наук. – М., 2010. – 19 с.
8. Emily E. Virtue. Pedagogical Reflection: Demonstrating the Value of Introspection // Journal of Effective Teaching in Higher Education. – 2021. – Vol. 4. – №1. – P. 128–142. <https://doi.org/10.36021/jethe.v4i1.213>
9. Степанов С.Ю. Рефлексивная практика творческого развития человека и организаций. – М.: Наука, 2000. – 173 с.
10. Шумакова И.А. Понятие «рефлексивная образовательная среда» в философии образования // Научные ведомости БелГУ. – 2008. – №4 (44) 2008. – С. 64–74.
11. Федорова М.А. Теория и методическое обеспечение формирования учебной самостоятельной деятельности студентов в вузе: автореф. ... док. пед. наук. – Орел, 2011 – 39 с.
12. Золотова М.В., Ваганова Н.В. Формирование рефлексивной компетенции у преподавателей вузов // Вестник Нижегородского университета имени Н.И. Лобачевского, Серия «Социальные науки». – 2015. – №4. – С. 164–168.
13. Азбукина Е.Ю. Рефлексия как компонент деятельности преподавателя высшей школы // Мир науки, культуры, образования. – 2011. – №1 (26). – С. 153–155.
14. Аверина М.Н., Воронин А.В. Структура общепрофессиональных умений педагога: рефлексивный компонент // Ярославский педагогический вестник. Том II (Психолого-педагогические науки). – 2013. – №2. – С. 113–119.
15. Бессонова И.Г. Формирование профессиональной педагогической рефлексии у студентов педвуза: автореф. ... канд. пед. наук. – Сургут, 2007. – 19 с.
16. Вербицкий А.А. Активное обучение в высшей школе: контекстный подход: метод. пособие. – М.: Высш. шк., 1991. – 267 с.
17. Габдрахманова Р.Г., Хусаинова Р.М., Чиркина С.Е. Рефлексивная деятельность студента в процессе профессиональной подготовки. [Электронный ресурс]. URL: https://kpfu.ru/staff_files/F1877713803/St.Gabdrah._Chirkina_Husainova_Refleks.deyat.st..pdf. (дата обращения 12.01.2023)
18. Бурдюгова О.В. Применение рефлексивных технологий в обучении студентов – менеджеров. [Электронный ресурс]. URL: http://elib.osu.ru/bitstream/123456789/3892/1/elibrary_28977241_77597176.pdf (дата обращения 12.01.2023)
19. Прохорова В.А., Белова Е.В. Рефлексивные технологии: перспективы использования в обучении студентов // Северо-Кавказский психологический вестник. – 2009. – №7/3. – С. 11–16.
20. Artunduaga A., Rojas A., Muñoz D. Impact of pedagogical reflection in the teaching practicum from Saquetá practitioners`perspective: a literature review // Educación y Humanismo. – 2018. – №20 (35). – P. 57–73.
21. Gupta T., Shree A., Mishra L. Reflective teaching as a strategy for effective instruction // Educational Quest-An International Journal of Education and Applied Social Sciences. – 2019. – Vol 10. – №1. – P. 37–43.
22. Давыдова Г.И. Рефлексивный диалог в образовательном процессе вуза: автореф. ... док. пед. наук. – М., 2009. – 44 с.
23. Дюков В., Пьянкова Г. Рефлексивно-деятельностная педагогика: пути и возможности // Образовательная политика. – 2011. – №5 (55). – С. 72–79.
24. Алексеева А.И. Методика организации рефлексивного этапа на учебных занятиях в вузе // Научный диалог. Психология. Педагогика. – 2014. – №11 (35). – С. 6–15.

25. Мушаков А.А. Формирование рефлексивной культуры спортивного педагога: автореф. ... канд. пед. наук. – М., 2008. – 22 с.

REFERENCES

1. Naberezhneva M.A. Organizacia refleksivnoi kultury studentov v processe professionalnogo obrazovaniya [Organization of students' reflexive culture in the process of professional education] // Materialy II Vseros. nauch.-prakt. konf. «Psihologicheskaiia kultura lichnosti: teoria i praktika». – Belgorod: Belgor. gos. un-t, 2009. – S. 210–216. [in Russian]
2. Razdorskaia O.V. Formirovanie refleksivnoi kultury studentov medicinskogo vuza v processe izucheniya angliyskogo iazyka: avtoref. ... kand. ped. nauk. [Formation of reflexive culture of medical students in the process of studying the English language: abstract]. – M., 2009. – 30 s. [in Russian]
3. Shelkunova T.V. Formirovanie refleksivnoi kultury pedagoga v sisteme povysheniya kvalifikacii: avtoref. ... kand. ped. nauk. [Formation of the reflexive culture of a teacher in the professional development system: abstract]. – Novokuzneck, 2011. – 20 s. [in Russian]
4. Usmanov T.M. Pedagogicheskie uslovia razvitiya refleksivnoi kultury kursantov v obrazovatelnom processe voennogo vuza: avtoref. ... kand. ped. nauk. [Pedagogical conditions for the development of cadets' reflexive culture in the educational process of a military university: abstract]. – Habarovsk, 2012. – 22 s. [in Russian]
5. Alenchenkova A.V. Razvitiye refleksivnoi kultury slushatelei v processe dopolnitelnogo professionalnogo obrazovaniya: avtoref. ... kand. ped. nauk. [Development of the reflexive culture of listeners in the process of additional professional education: abstract]. – Orel, 2016. – 23 s. [in Russian]
6. Razdorskaia O.V. Formirovanie refleksivnoi kultury studentov medicinskogo vuza v processe izucheniya angliyskogo iazyka: dis. ... kand. ped. nauk. [Formation of reflexive culture of medical students in the process of learning English: dis.]. – M., 2009. – 207 s. [in Russian]
7. Medvedeva T.Iu. Pedagogicheskoe obespechenie processa formirovaniya refleksivnoi kultury u budushih menedzherov v vuze: avtoref. ... kand. ped. nauk. [Pedagogical support for the process of forming a reflexive culture in future managers at the university: abstract]. – M., 2010. – 19 s. [in Russian]
8. Emily E. Virtue. Pedagogical Reflection: Demonstrating the Value of Introspection // Journal of Effective Teaching in Higher Education. – 2021. – Vol. 4. – №1. – P. 128–142. <https://doi.org/10.36021/jethe.v4i1.213>
9. Stepanov S.Iu. Refleksivnaia praktika tvorcheskogo razvitiya cheloveka i organizacii [Reflexive practice of creative development of individuals and organizations]. – M.: Nauka, 2000. – 173 s. [in Russian]
10. Shumakova I.A. Poniatie «refleksivnaia obrazovatelnaia sreda» v filosofii obrazovaniya [The notion of a “reflective educational environment” in the philosophy of education] // Nauchnye vedomosti Belgu. – 2008. – №4 (44) 2008. – S. 64–74. [in Russian]
11. Fedorova M.A. Teoria i metodicheskoe obespechenie formirovaniya uchebnoi samostoiatelnoi deiatelnosti studentov v vuze: avtoref. ... dok. ped. nauk. [Theory and methodological support for the formation of students' independent learning activities at the university]. – Orel, 2011 – 39 s. [in Russian]
12. Zolotova M.V., Vaganova N.V. Formirovanie refleksivnoi kompetencii u prepodavatelei vuzov [Formation of reflexive competence in university teachers] // Vestnik Nizhegorodskogo universiteta imeni N.I. Lobachevskogo, Seria «Socialnye nauki». – 2015. – №4. – S. 164–168. [in Russian]
13. Azbukina E.Iu. Refleksia kak komponent deiatelnosti prepodavatel'ia vysshei shkoly [Reflexivity as a component of higher education teacher's activity world of science, culture, and education] // Mir nauki, kultury, obrazovaniya. – 2011. – №1 (26). – C. 153–155. [in Russian]
14. Averina M.N., Voronin A.V. Ctruktura obsheprofessionalnyh umeniy pedagoga: refleksivnyi komponent [The structure of general professional skills of a teacher: reflexive component] // Iaroslavskiy pedagogicheskiiy vestnik. Tom II (Psihologo-pedagogicheskie nauki). – 2013. – №2. – C. 113–119. [in Russian]
15. Bessonova I.G. Formirovanie professionalnoi pedagogicheskoi refleksii u studentov pedvuza: avtoref. ... kand. ped. nauk. [Formation of professional pedagogical reflection in pedagogical students: abstract]. – Surgut, 2007. – 19 s. [in Russian]

16. Verbickiy A.A. Aktivnoe obuchenie v vysshei shkole: kontekstnyi podhod: metod. posobie [Active learning in higher education: a contextual approach: a method manual]. – M.: Vyssh. shk., 1991. – 267 s. [in Russian]
17. Gabdrahmanova R.G., Husainova R.M., Chirkina S.E. Refleksivnaia deiatelnost studenta v processe professionalnoi podgotovki [Reflexive activity of the student in the process of professional training]. [Electronic resource]. URL: https://kpfu.ru/staff_files/F1877713803/St.Gabdrah._Chirkina__Husainova_Refleks.deyat.st..pdf. (date of access 12.01.2023) [in Russian]
18. Burdiugova O.V. Primenenie refleksivnykh tekhnologiy v obuchenii studentov – menedzherov [Application of reflexive technologies in teaching students-managers]. [Electronic resource]. URL: http://elib.osu.ru/bitstream/123456789/3892/1/elibrary_28977241_77597176.pdf (date of access 12.01.2023) [in Russian]
19. Prohorova V.A., Belova E.V. Refleksivnye tekhnologii: perspektivy ispolzovania v obuchenii studentov [Reflexive technologies: perspectives for using in teaching students] // Severo-Kavkazskiy psihologicheskii vestnik. – 2009. – №7/3. – S. 11–16. [in Russian]
20. Artunduaga A., Rojas A., Muñoz D. Impact of pedagogical reflection in the teaching practicum from Caquetá practitioners' perspective: a literature review // Educación y Humanismo. – 2018. – №20 (35). – P. 57–73.
21. Gupta T., Shree A., Mishra L. Reflective teaching as a strategy for effective instruction // Educational Quest-An International Journal of Education and Applied Social Sciences. – 2019. – Vol 10. – №1. – P. 37–43.
22. Davydova G.I. Refleksivnyi dialog v obrazovatelnom processe vuza: avtoref. ... dok. ped. nauk. [Reflexive dialogue in the educational process of higher education: abstract]. – M., 2009. – 44 s. [in Russian]
23. Diukov V., Piankova G. Refleksivno-deiatelnostnaia pedagogika: puti i vozmozhnosti [Reflexive activity-based pedagogy: ways and opportunities] // Obrazovatelnaia politika. – 2011. – №5 (55). – S. 72–79. [in Russian]
24. Alekseeva A.I. Metodika organizatsii refleksivnogo etapa na uchebnykh zaniatiakh v vuze [Methods of organizing a reflexive stage in educational classes at the university] // Nauchnyi dialog. Psihologia. Pedagogika. – 2014. – №11 (35). – S. 6–15. [in Russian]
25. Mushakov A.A. Formirovanie refleksivnoi kultury sportivnogo pedagoga: avtoref. ... kand. ped. nauk. [Formation of the reflexive culture of a sports teacher: abstract]. – M., 2008. – 22 s. [in Russian]