

## ABSTRACT

of thesis paper by Gulnar Muratovna Kazhikenova  
on the topic “The development of reflective dialogue in the pedagogical process  
of the university” presented for the degree of Doctor of Philosophy (PhD)  
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**Research relevance.** In today's rapidly changing world, education and science rightly occupy priority positions. The level of development of the country's economy is largely determined by the quality of education.

Modernization and perspective development of education in Kazakhstan are provided by the state strategic normative and conceptual documents.

In the Development Strategy of the Republic of Kazakhstan until 2050, knowledge and professional skills are named as key guidelines for the modern system of education, training and retraining of personnel.

The National Development Plan of the Republic of Kazakhstan defines quality education as a national priority and identifies key tasks: creating favorable conditions and environment for learning, improving the quality of education, developing human capital, etc.

In order to improve the quality of education for students of all levels of education, on October 12, 2021, the national project “Quality Education “Educated Nation” was approved by the Decree of the Government of the Republic of Kazakhstan. (On approval of the national project "Quality Education "Educated Nation" Decree of the Government of the Republic of Kazakhstan dated October 12, 2021 No. 726)

In the context of strategic tasks, the need to study the ways of developing the traditional pedagogical process of the university is actualized. One of the promising directions for updating this process is its construction on the basis of a theoretical model for the development of a reflexive dialogue in the pedagogical process of a university.

An important task of education, as can be seen from the documents defining the new educational policy, is to instill in students the skills of critical thinking, reflective competencies, which will later be reflected in academic success and in future professional activities.

As the review of philosophical works shows, reflection is understood as the ability of a person to comprehend what is happening in his mind, to understand and analyze the content of his thinking, the ability to exercise control over his own spiritual quest.

In psychological research, reflection is interpreted as a quality due to which self-realization and self-improvement of the personality is carried out (A.N. Leontiev); as a mechanism for self-determination and creative self-development (L.S. Vygotsky); as an essential characteristic of human consciousness (S.L. Rubinshtein); as a basis without which theoretical thinking is impossible (J. Piaget).

The problem of reflection is given quite a lot of attention in scientific and pedagogical works. So, B.Z. Vulfov, V.N. Kharkin consider reflection as a necessary

element of the content of teacher training. A.A. Bizyaeva shares this position, arguing that the professional development and self-development of a thinking teacher is unthinkable without reflection. The role and the place of reflection in professional activity is determined in the works of I.G. Bessonova.

Kazakh scientist A.R. Ermentaeva considers the issues of reflection from the point of view of a subjective approach to the professional training of students.

A.D. Kaziev touches upon the problem of reflection in education, exploring the issue of the formation of the subjectivity of students using interactive educational technologies at the university. S.K. Kurakbaev devotes his dissertation research to the formation of pedagogical reflection in future teachers of a foreign language in a university education. S.K. Kurakbaev devotes his dissertation research to the formation of pedagogical reflection in future teachers of a foreign language in a university education. The preparation of future primary school teachers for the development of students' reflection on the basis of innovative technologies became the subject of research in the dissertation work of M.N. Ospanbekova. K.O. Kaziev explores the scientific basis for the development of reflection of future educational psychologists.

A review of scientific and pedagogical works shows that the key element of the university pedagogical process should be the development of professional consciousness and self-awareness of students. As you know, consciousness as the ability to regulate and control the processes of thinking develops as a result of the formation of professional thinking, often understood as an intellectual activity to solve professional problems. Only a developed professional consciousness is able to raise this activity to a reflexive level and ensure its effectiveness. Therefore, in all works without exception, researchers recognize the importance of reflection in the formation and development of the professional competence of future specialists. It is noted that the higher the degree of creative self-expression and self-regulation by students of their activities and personality, the higher the degree of reflexivity of mental activity, and hence its effectiveness. Therefore, in the context of the new requirements imposed by society on the training of personnel with higher education, who are ready to make responsible decisions in a rapidly changing world, the role of reflective training of students is being updated.

To solve the tasks set, it is necessary to reconsider the priorities of building a professional training system. The pedagogical process at the university should be based on principles and approaches that can ensure a reflective attitude of students to their own education and future professional activities.

Humanistic values in education determine the significance of the subjective position of students in the pedagogical process of the university. This makes it necessary to rethink the existing pedagogical theory and practice, since there are **contradictions** in it:

– between the need to create conditions in which the student can prove himself as a full-fledged subject of educational activity at all its stages and the traditional

construction of the pedagogical process, in which the student acts as an object of pedagogical activity or has a sufficient degree of independence only in the performing part of the activity;

– between the need to introduce a reflexive dialogue in the pedagogical process of the university and the insufficient development of theoretical and methodological approaches to building a pedagogical process based on a reflexive dialogue.

The reflexive approach shifts the emphasis in defining goals, content, and the learning process to students' understanding of their own professional activities and self-organization in the learning process. Reflection becomes an important component of the pedagogical process, capable of providing not only an understanding of its participants of their activities, but also its comprehensive analysis, evaluation, and forecasting of its further development. However, despite this, in real pedagogical practice, the procedural and instrumental mechanisms for the formation of the reflective competence of students are poorly developed, reflective approaches to the construction of the pedagogical process remain secondary grounds, as a result of which the level of reflective competence and culture continues to remain low.

This circumstance determines the relevance of the research topic – **"The development of reflective dialogue in the pedagogical process of the university"**.

The increased volume of research devoted to the problems of reflection in various fields of activity in recent years indicates that a good foundation has been created for their further study.

However, a review of these works shows that the development of a reflexive dialogue in the pedagogical process of the university in the conditions of the Kazakhstani education system was not considered as a special object of study. There are many practical problems of developing reflective competencies in students that need to be solved. Thus, **the problem of the research** was the search for ways to develop a reflexive dialogue in the pedagogical process of the university.

**Research objective** – theoretical and experimental substantiation of the integrative model of the development of a reflexive dialogue and the formation of the reflexive competence of students in the pedagogical process of the university.

**Object** – the pedagogical process of the university.

**Subject** – reflexive dialogue in the pedagogical process of the university.

**Research hypothesis** is based on the fact that **if** an integrative model of the development of a reflexive dialogue and the formation of the reflective competence of students is implemented in the pedagogical process of the university, **then** the pedagogical process of the university will be more effective, **since** a purposefully implemented reflexive dialogue will lead to the formation of the reflective competence of students, which is the basis of their further continuous learning. professional development.

In accordance with the purpose, object, subject and hypothesis, the **research tasks** are defined:

1. To justify reflection and dialogue as essential categories of personality development in the pedagogical process of the university.

2. To characterize the reflexive-dialogical approach to the construction and implementation of the pedagogical process of the university.

3. To clarify the concept of reflective competence as a predictable result of the pedagogical process built on the basis of a reflective dialogue.

4. To develop an integrative model of the reflective dialogue development and the formation of students' reflective competence in the pedagogical process of the university.

5. To determine the methodological foundations and to create means for the development of a reflective dialogue for the formation of the reflective competence of students.

6. To check experimentally the effectiveness of the reflective dialogue implementation for the formation of the student's reflective competence.

**The leading idea of the study** is the development of a reflexive dialogue in the pedagogical process of the university will contribute to the reflexive competence of university graduates that is in demand in today's dynamically changing society, capable of ensuring their conscious attitude to their own professional and personal development.

**The theoretical and methodological foundations of the study are:**

– philosophical teachings and conceptual provisions on the essence of the concept of "reflection" (F. Hegel, J.-P. Sartre, V. Frankl);

– postulates of moral and philosophical reflection of Kazakh thinkers (Abai, Shakarim, M. Zhumabaev) and their interpretation in the works of modern Kazakh scientists (E. Zhumataeva, R.K. Toleubekova, T.S. Slambekova);

– general psychological theory of reflexive activity (S.L. Rubinshtein, L.S. Vygotsky, A.N. Leontiev, J. Piaget, D. Sean, J. Dewey, I.N. Stepanov, S.Yu. Semenov);

– theories and concepts of professional reflection (A.A. Bizyaeva, A.V. Karpov, V.I. Slobodchikov, I.A. Stetsenko, A.R. Ermentaeva);

– personality-oriented approach (K. Rogers, Sh.A. Amonashvili, I.S. Yakimanskaya);

– axiological approach (V.I. Andreev, I.B. Kotova, B.T. Likhachev, E.N. Shiyarov, P.G. Shchedrovitsky);

– principles of a systematic and holistic approach (Yu.S. Babansky, N.D. Khmel, V.P. Bepalko, G.P. Shchedrovitsky);

– reflexive-dialogical approach (G.I. Davydova, V.A. Stepikhova);

– competence-based approach (A.A. Rean, E.A. Rogov, A.K. Markova, V.V. Serikov, O.E. Lebedev, O.A. Leonova).

**The sources of the study** were the normative documents of the Republic of Kazakhstan, regulating the issues of education and science (laws, decrees of the President, decrees of the government of the Republic of Kazakhstan); national projects and state programs that define the strategic goals and objectives of the education system; philosophical, psychological and pedagogical scientific works; practical

experience of teachers from far and near abroad and Kazakhstan in the formation of reflective competence of students at different levels of education; articles published in scientific periodicals and collections of scientific and practical conferences; dissertation student's own research and teaching experience.

**Research methods:**

– general theoretical methods (study and analysis of scientific literature on the research problem, systematization, generalization, comparative analysis of scientific and methodological materials);

– empirical methods (questionnaire, testing, modeling, ascertaining, forming and control experiment);

– methods of mathematical statistics for processing data obtained in the course of an experimental study: a universal statistical package SPSS for systematizing and analyzing the results of questioning and testing using specially selected methods; calculation of the Cronbach's alpha coefficient in order to determine the reliability of the diagnostic map developed by the dissertation student.

**Experimental research base:** NJSC Toraighyrov University, Pavlodar State Pedagogical University, Eurasian National University named after L.N. Gumilyov, Nur-Sultan.

**Scientific novelty and theoretical significance of the study:**

– as the essential categories of personality development in the pedagogical process of the university, the concepts of "reflection" and "dialogue" are defined and substantiated;

– the reflexive-dialogical approach to the construction and implementation of the pedagogical process of the university for the formation of reflexive competence as a condition for self-improvement and self-development of the personality of students is theoretically substantiated;

– clarified the concept of reflective competence of students;

– an integrative model for the development of a reflexive dialogue and the formation of the reflexive competence of students in the pedagogical process of the university has been developed;

– methodical bases and means of development of reflexive dialogue in formation of reflective competence of students are developed;

– experimentally proved the effectiveness of the implementation of the reflexive dialogue in the formation of the reflective competence of students.

**The practical significance of the study** lies in the fact that the integrative model of the reflexive dialogue development and the formation of students' reflective competence, proposed by the dissertation, can be implemented at other levels of the education system and in the conditions of advanced training of teachers and psychologists.

In the course of the study, valuable, from a methodological point of view, results were achieved:

– the block "Reflection and reflective dialogue in group counseling" of the discipline "Group counseling" was developed and implemented in the educational process for students of the specialty 6B03103 - Psychology, the block "Communication of reflection and emotional intelligence" of the discipline "Workshop for the development of emotional intelligence" was introduced into the educational process for students of 7M01101 - Pedagogy and psychology specialty;

– the textbook «Білім алушылардың өзіндік жұмысын ұйымдастырудың рефлексивті әдістері» for undergraduates, graduates, teachers and psychologists of educational organizations, the electronic manual «Development of reflective abilities of students in the pedagogical process» for teachers and students of universities (Certificate of entering into the state register of rights to objects protected by copyright No. 26114 dated May 16, 2022) were developed and introduced into the educational process.

All these developments, which have been tested during the experiment, can be useful for university teachers interested in the problem of developing a reflective dialogue and forming the reflective competence of students in the pedagogical process.

#### **Provisions submitted for defense:**

1. Theoretical foundations for the development of reflexive dialogue in the pedagogical process of the university, the justification of which made it possible to reveal the essence of the concepts of "reflection" and "dialogue". In the context of the problem of our study, we have defined the key concepts as follows:

Reflection is a state and process of self-knowledge, comprehension and evaluation by a person of the content of his cognitive and practical activities and interaction with the outside world.

Dialogue is the interaction of participants in the pedagogical process, carried out at the interpersonal level, during which relations of equal cooperation and co-creation arise, based on the unity of values and meanings.

2. The reflexive-dialogical approach is characterized by us as a theoretical and methodological concept based on the principles of reflexive psychology and pedagogy of cooperation and defining value-semantic priorities and technological mechanisms for the implementation of the pedagogical process.

3. Substantiation of reflective competence as the goal and result of the pedagogical process, built on the basis of the reflexive-dialogical approach.

Reflexive competence is a personality quality that is formed in the conditions of a purposeful reflexive dialogue in the pedagogical process of a university for meaningful and positively regulating the implementation of interpersonal, cultural-value and professional-business relations and continuous development and self-development.

4. An integrative model for the development of a reflexive dialogue in the pedagogical process of a university, consisting of methodological, procedural and instrumental levels. The methodological level is represented by personality-oriented,

axiological, reflexive-dialogical and competency-based approaches, and also includes patterns, principles and the goal of forming the desired readiness.

The procedural level of reflexive dialogue in the pedagogical process of the university includes the creation and implementation of pedagogical conditions for the development of reflexive dialogue and the development of a methodology for diagnosing the formation of the required competence.

The instrumental level contains forms, methods and teaching aids focused on the formation of the competence-based content of the reflective dialogue in the pedagogical process of the university and monitoring its development, analysis of its results.

The introduction of this model ensures the implementation of a reflective dialogue.

Reflective dialogue in the pedagogical process of the university is a system of interaction between the subjects of the pedagogical process, carried out on the basis of the principles of subjectivity, cooperation, consistency, psychological support, coexistence and self-efficacy and provides conditions for the formation of reflective competence and further development and self-development of students.

5. A specially developed set of methodological tools aimed at developing a reflective dialogue for the formation of reflective competence of students, including the block "Reflection and reflective dialogue in group counseling" of the undergraduate discipline "Group counseling", the block "Relationship between reflection and emotional intelligence" of the master's discipline "Workshop on the development of emotional intelligence"; textbook "Bilim alushylardyn ozindik zhumysyn uyimdastyrudyn reflexivti adisteri", electronic manual "Development of reflective abilities of students in the pedagogical process" for students of undergraduate, graduate, teachers and psychologists of educational organizations.

6. The results of experimental verification of the effectiveness of the developed model for the development of reflexive dialogue in the pedagogical process of the university. A methodology for diagnosing reflexive dialogue in the pedagogical process of a university, including indicators of the formation of the required competence, their level indicators, as well as diagnostic tools.

**The validity and reliability of the research results** are ensured by an adequate choice of theoretical and methodological research guidelines, a verified set of theoretical, empirical, mathematical and statistical research methods, the consistency and consistency of the research apparatus, and the results of experimental work confirming the research hypothesis.

**Approbation of the research results.** The results of our dissertation research were tested at 5 (five) international scientific-theoretical and scientific-practical conferences (Pavlodar, 2020; Kostanay, 2021; Almaty, 2021; Pavlodar, 2020; Pereyaslava (Ukraine), 2022); in journals recommended by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan - 4 publications ("Bulletin of PSU": pedagogical series; scientific and methodological journal "Pedagogy and Psychology" of KazNPU named

after Abay; "Bulletin of the Eurasian National University named after L.N. Gumilyov" (Series: Pedagogy. Psychology. Sociology; "Bulletin of PSU": pedagogical series); in an international journal with a non-zero impact factor included in the Scopus information base - 1 publication (Netherlands, 2021); a textbook "Reflexive methods of organizing students' independent work" was published; an electronic textbook "Development of reflection among students in the educational process" was published.

**Thesis structure:**

The thesis consists of an introduction, three sections, a conclusion, a list of references and appendixes.