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REFLECTIVE TEACHING AS A PEDAGOGICAL TOOL IN KAZAKHSTAN'S MULTILINGUAL CONTEXT

Abstract

Reflective teaching is increasingly recognized as a key pedagogical approach in English Language Teaching (ELT), as it enables both teachers and students to critically analyze educational processes and outcomes. Unlike traditional teacher-centered methods, reflection encourages continuous self-evaluation, adaptation of methods, and active engagement in the learning process. In Kazakhstan, where state educational policy promotes multilingualism and requires the simultaneous learning of Kazakh, Russian, English, and sometimes additional foreign languages, the role of reflection becomes particularly significant. This article examines reflective teaching as a pedagogical tool within the Kazakhstani multilingual context, considering its theoretical foundations and practical applications. The works of Dewey, Schön, and Kolb are presented as the main theoretical basis, while research by Kazakhstani scholars illustrates how reflection supports both students and teachers. For students, reflective practices contribute to the development of metacognitive awareness, learner autonomy, and critical thinking skills. For teachers, reflection enhances professional growth, helps adapt methods to diverse learners, and bridges the gap between theory and practice. The article argues that systematic integration of reflective teaching into ELT can improve the quality of multilingual education in Kazakhstan, increase student motivation, and provide a solid foundation for the long-term professional development of educators.

Keywords: *reflective teaching, English Language Teaching (ELT), multilingual education, Kazakhstan's educational system, teacher reflection, student reflection, professional development, learner autonomy, critical thinking, pedagogical tools, teacher training, educational reform..*

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РЕФЛЕКСИВТІ ОҚЫТУ ҚАЗАҚСТАННЫҢ КӨПТІЛДІ БІЛІМ БЕРУ ЖАҒДАЙЫНДАҒЫ ПЕДАГОГИКАЛЫҚ ҚҰРАЛ

Аңдатпа

Рефлексивті оқыту ағылшын тілін оқытуда (ELT) маңызды педагогикалық тәсіл ретінде барған сайын кеңінен қарастырылып отыр, себебі ол мұғалімдер мен оқушыларға оқу үдерістерін және нәтижелерін сыни тұрғыда талдауға мүмкіндік береді. Дәстүрлі мұғалімге бағытталған әдістерден айырмашылығы, рефлексия үздіксіз өзін-өзі бағалауды, әдістерді бейімдеуді және оқыту процесіне белсенді қатысуды көздейді. Қазақстанда мемлекеттік

білім беру саясаты көптілділікті дамытуды көздеп, қазақ, орыс, ағылшын және кейде басқа да шет тілдерін қатар меңгеруді талап ететіндіктен, рефлексияның рөлі ерекше маңызға ие. Мақалада Қазақстанның көптілді білім беру жағдайында рефлексивті оқыту педагогикалық құрал ретінде қарастырылады, оның теориялық негіздері мен практикалық маңызы талданады. Дж. Дьюи, Д. Шон және Д. Колб еңбектері теориялық негіз ретінде қарастырылса, қазақстандық зерттеушілердің еңбектері рефлексияның оқушылар мен мұғалімдер үшін қаншалықты пайдалы екенін көрсетеді. Оқушылар үшін рефлексия метатанымдық дағдыларды, өзіндік дербестікті және сыни ойлауды дамытуға ықпал етеді. Мұғалімдер үшін ол кәсіби өсуді күшейтеді, әртүрлі оқушыларға әдістерді бейімдеуге көмектеседі және теорияны тәжірибемен ұштастырады. Автордың пікірінше, рефлексивті оқытуды жүйелі түрде ELT үдерісіне енгізу Қазақстандағы көптілді білім беру сапасын арттырып, студенттердің уәждемесін күшейтеді және мұғалімдердің кәсіби дамуы үшін берік негіз қалыптастырады.

Кілт сөздер: рефлексивті оқыту, ағылшын тілін оқыту (ELT), көптілді білім беру, Қазақстанның білім беру жүйесі, мұғалімнің рефлексиясы, оқушының рефлексиясы, кәсіби даму, білім алушының дербестігі, сыни ойлау, педагогикалық құралдар, мұғалімдерді даярлау, білім беру реформалары.

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РЕФЛЕКСИВНОЕ ОБУЧЕНИЕ КАК ПЕДАГОГИЧЕСКИЙ ИНСТРУМЕНТ В УСЛОВИЯХ МНОГОЯЗЫЧНОГО ОБРАЗОВАНИЯ КАЗАХСТАНА

Аннотация

Рефлексивное обучение все чаще рассматривается как важный педагогический подход в преподавании английского языка (ELT), так как оно позволяет как учителям, так и учащимся критически анализировать образовательные процессы и результаты. В отличие от традиционных методов, ориентированных на учителя, рефлексия предполагает постоянную самооценку, адаптацию методик и активное вовлечение в процесс обучения. В Казахстане, где государственная политика в области образования направлена на развитие многоязычия и требует одновременного изучения казахского, русского, английского и иногда других иностранных языков, роль рефлексии приобретает особую актуальность. В статье рассматривается рефлексивное обучение как педагогический инструмент в условиях многоязычного образования Казахстана, анализируются его теоретические основы и практическое значение. Работы Дж. Дьюи, Д. Шона и Д. Колба представлены как основа теории, а исследования казахстанских ученых показывают, как рефлексия поддерживает как учащихся, так и педагогов. Для студентов рефлексия способствует развитию метакогнитивных навыков, самостоятельности и критического мышления. Для учителей она усиливает профессиональный рост, помогает адаптировать методы под разные категории обучающихся и соединяет теорию с практикой. Автор утверждает, что систематическое внедрение рефлексивного обучения в ELT может повысить качество многоязычного образования в Казахстане, увеличить мотивацию студентов и создать прочную основу для долгосрочного профессионального развития педагогов.

Ключевые слова: рефлексивное обучение, преподавание английского языка (ELT), многоязычное образование, система образования Казахстана, рефлексия учителя, рефлексия учащегося, профессиональное развитие, самостоятельность обучающихся, критическое мышление, педагогические инструменты, подготовка учителей, образовательные реформы.

Introduction

Kazakhstan's education system is undergoing deep transformations driven by the state policy of multilingualism. Alongside Kazakh and Russian, English has become a priority foreign language, introduced from the early grades in urban and rural schools alike. However, traditional teacher-centered methods often fail to address the needs of learners in multilingual environments. This creates a demand for innovative pedagogical tools that promote student engagement, autonomy, and effective language acquisition.

Reflective teaching (RT) is one such tool. Rooted in Dewey's (1933) concept of reflective thought and further developed by Schön's (1987) theory of the reflective practitioner, reflective teaching emphasizes the continuous evaluation of teaching and learning practices. By encouraging both teachers and students to critically examine classroom experiences, RT creates opportunities for adapting methods, enhancing outcomes, and fostering professional growth.

The purpose of this article is to analyze reflective teaching as a pedagogical tool in Kazakhstan's multilingual context and to highlight its role in improving the quality of English language teaching.

Main Part. Theoretical Foundations of Reflective Teaching

The concept of reflective teaching has deep roots in educational philosophy. Dewey (1933) described reflection as an "active, persistent, and careful consideration" of practice, distinguishing it from routine action. For him, reflection was not only a mental activity but also a way of connecting theory with classroom reality. Building on this, Schön (1987) proposed the notion of the reflective practitioner, emphasizing that professionals develop expertise through continuous cycles of reflection-in-action (decisions made during teaching) and reflection-on-action (analysis after lessons). Kolb's (1984) experiential learning theory further reinforced the centrality of reflection, situating it as a necessary stage in the cycle of experience, observation, conceptualization, and experimentation.

Functions of Reflection in English Language Teaching. In the field of English Language Teaching (ELT), reflection serves multiple pedagogical functions. For teachers, reflective practice provides:

- Evaluation of methods – analyzing whether communicative, task-based, or grammar-oriented approaches are effective for a given group.
- Adaptation to learners – adjusting strategies for mixed-level groups, exam preparation, or special needs learners.
- Professional development – creating opportunities for growth, self-awareness, and long-term improvement.

For students, reflection supports:

- Metacognitive awareness – understanding how they learn languages and what strategies work best.
- Motivation and autonomy – taking ownership of their progress.
- Critical thinking – evaluating not only content but also learning strategies.

Reflective Teaching in the Kazakhstani Context.

In Kazakhstan, the multilingual policy requires students to learn Kazakh, Russian, and English, with some schools introducing additional foreign languages. This complex linguistic environment often creates challenges such as interference between languages, uneven language proficiency, and a reliance on traditional memorization methods. Reflective teaching can serve as a solution by making both teachers and learners more conscious of the processes of language acquisition.

Research conducted in Kazakhstani schools supports this view. Seitova (2019) demonstrated that reflective diaries helped student-teachers connect theoretical knowledge with practical teaching. Artamonova (2017), in a study of Nazarbayev Intellectual Schools, noted that teachers who engaged in reflection became more confident and flexible in their methods, although barriers such as limited time and lack of institutional support remained.

Practical Ways of Integrating Reflection into ELT.

The integration of reflective teaching into Kazakhstan's ELT system could take several practical forms:

- Teacher education programs should incorporate reflection journals, peer observation, and microteaching with feedback cycles.
- School practice could include structured reflection sessions where teachers analyze lessons together, guided by frameworks such as Gibbs' reflective cycle.
- Curriculum development should encourage learner reflection by including self-assessment checklists and learning portfolios.

By combining international theories with Kazakhstani realities, reflective teaching emerges as not only a theoretical concept but also a practical pedagogical tool that supports the state's multilingual education goals.

Conclusion. Reflective teaching is an effective pedagogical tool with particular relevance for Kazakhstan's multilingual education system. It enhances learner autonomy, supports the development of critical thinking, and contributes to higher quality outcomes in English language teaching. For teachers, reflection provides a pathway to professional development and continuous improvement. Despite challenges, systematic integration of reflective teaching into ELT practices can contribute to improving the quality of education. It is recommended that reflective practices be included in teacher training programs and supported institutionally through administrative policies.

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