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REFLEXIVE APPROACH TO TEACHING PRACTICE OF FUTURE ENGLISH LANGUAGE TEACHERS

Abstract. The article deals with the importance of applying a reflexive approach in the process of having pedagogical practice by future English teachers. The importance of pedagogical practice in general for the formation of professional competence of future English language teachers is noted and the steps for preparation for it are revealed. The stages of methodological training for the formation of professional competence are named. The essence and significance of reflection in the context of the educational process is revealed, as well as the definition of pedagogical reflection is given. The article emphasizes the effectiveness of a reflexive approach to improving the quality of teaching activities of future English language teachers. It is proved that pedagogical reflection is a meaningful and systematic process during which teachers critically analyze their pedagogical practice, experience and personal beliefs in order to improve the learning and teaching process. It describes how a reflexive approach can help improve professional skills and make better the quality of learning in the future. The tools of the reflexive approach and methods of its application during pedagogical practice are presented. The stages and steps of pedagogical reflection by applicants for higher education during pedagogical practice in institutions of general secondary education are indicated. Some innovative methods are proposed to improve the effectiveness of pedagogical practice and develop the professional competence of future English language teachers. The article analyzes the integration of pedagogical reflection into the training programs of future English teachers, which is necessary to provide future English teachers with the necessary skills and competencies for successful work. The article focuses on the transformational impact of pedagogical reflection on the professional development of future English language teachers and on the results of their training.

Keywords: reflexive approach, pedagogical reflection, pedagogical practice, institutions of general secondary education, pedagogical activity, professional competence, reflexive skills.

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РЕФЛЕКСИВНИЙ ПІДХІД ДО ПРОХОДЖЕННЯ ПЕДАГОГІЧНОЇ ПРАКТИКИ МАЙБУТНІМИ ВЧИТЕЛЯМИ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті йдеться про важливість застосування рефлексивного підходу у процесі проходження педагогічної практики майбутніми вчителями англійської мови. Наголошено на важливості педагогічної практики в цілому для формування професійної компетентності майбутніх вчителів англійської мови та розкрито етапи підготовки до неї. Названо етапи методологічної підготовки для формування професійної компетентності. Розкрито сутність та значення рефлексії в контексті навчально-виховного процесу, а також дано визначення педагогічної рефлексії. В статті наголошено на ефективності рефлексивного підходу для підвищення якості педагогічної діяльності майбутніх вчителів англійської мови. Обґрунтовано, що педагогічна рефлексія представляє собою осмислений та систематичний процес, під час якого педагоги критично аналізують свою педагогічну практику, досвід та особисті переконання з метою покращення процесу навчання та викладання. Описано, як рефлексивний підхід може сприяти покращенню професійної майстерності та підвищенню якості навчання в майбутньому. Наведено інструменти рефлексивного підходу та методи його застосування під час проходження педагогічної практики. Означено етапи та кроки педагогічної рефлексії здобувачами вищої освіти під час проходження педагогічної практики у закладах загальної середньої освіти. Запропоновано деякі інноваційні методи з метою підвищення ефективності педагогічної практики та розвитку професійної компетентності майбутніх учителів англійської мови. Проаналізовано інтеграцію педагогічної рефлексії в програми підготовки майбутніх вчителів англійської мови, яка є необхідною для надання майбутнім вчителям англійської мови необхідних навичок та компетентностей для

успішної роботи. У статті наголошено на трансформаційному впливі педагогічної рефлексії на професійний розвиток майбутніх вчителів англійської мови та на результати їх навчання.

Ключові слова: рефлексивний підхід, педагогічна рефлексія, педагогічна практика, заклади загальної середньої освіти, педагогічна діяльність, професійна компетентність, рефлексивні навички.

Problem statement. Practical training at school is an important stage in the training of future English language teachers. This period provides students with the opportunity to gain practical experience, observe real pedagogical situations, and apply theoretical knowledge in practice. Modern approaches to practical training reflect current trends in education and take into account innovative teaching methods.

Before considering modern approaches to practical training, it is important to understand the importance of this stage in the training of future teachers. Practice at the school allows students to gain practical experience working with students, develop the ability to plan and perform lessons, solve pedagogical problems in real-world conditions, and interact with colleagues and school administration. It is a bridge between theory and practice, helping students turn their knowledge into skills.

Therefore, one of the most important requirements for the professional training of a future English teacher in a higher educational institution is the formation of the methodological component of his professional competence, which is carried out in three stages:

- Stage 1 – general methodological training;
- Stage 2 - methodological preparation for work in institutions of general secondary education;
- Stage 3 – industrial pedagogical practice in institutions of general secondary education.

The prospect of further research in the proposed direction is considered to be the analysis of the leading forms of education and training technologies that are used in the process of training a future English teacher [2, p. 91].

In the field of education, the process of becoming an effective teacher involves not only the possession of knowledge on the subject and teaching methods, but also a constant analysis of one's own pedagogical activity, which is known as pedagogical reflection. For future English language teachers, pedagogical reflection during teaching practice is of great importance, as it forms their professional skills and improves the quality of their teaching practice.

Analysis of recent research and publications. The concept of modernization of modern Ukrainian education provides for the training of qualified, competitive, competent specialists at the level of international standards. Today, an important condition for the personality of an English language teacher at school is a high level of not only theoretical knowledge and practical skills, but also his ability to non-standard creative thinking and pedagogical reflection. The process of forming such a teacher is carried out not only at the theoretical level, but also at the practical level, which is implemented in the process of passing pedagogical practice, so the issue of reflection during pedagogical practice as a factor in the formation of professional competence of future English Language teachers is quite important. The problems of pedagogical practice have been studied by many scientists, in particular L. Avramchuk, O. Blinova, I. Kotyk and others. However, the analysis of scientific literature has shown that the problem of reflection of future teachers of a foreign language during their pedagogical practice at school and its role in the formation of their professional competence is characterized by insufficient theoretical and methodological development [5, p. 64].

The aim of the article is to explore the importance of pedagogical reflection for future English language teachers during their teaching practice at institutions of secondary education.

Presentation of the main material. Today, pedagogical practice is an important point in the formation of self-esteem, self-awareness as a teacher, and self-improvement. Future English language teachers should understand the main importance of pedagogical practice, which is that the future teacher learns for the first time the role behavior that will become decisive in his future professional activity. In order to make this first attempt successful, and further promote the development of their own professional competence, the student should use all possible means, including pedagogical reflection. Reflection is interpreted as the ability to engage in introspection, that is, the ability to critically rethink one's own experience [4, p. 4].

Pedagogical reflection is a systematic process of self-observation and self-assessment of a teacher, which involves observing their own activities in the classroom, thinking about the reasons for what they do and whether it works at all in order to further make changes. Therefore, the reflection of a philologist student during practice in secondary education institutions can be an effective factor in the formation of professional competence of future English language teachers. Pedagogical practice can be a good time to start the process of reflection of the future teacher. Mostly during the practice, the student becomes a teacher of one class, but teaching in two classes or more is

also the norm due to the small number of hours. Therefore, a future English language teacher during teaching practice has a great opportunity to focus on at least one class and see the features of their own teaching in it − for example, how they solve cases of bad behavior or how they encourage their students to speak a foreign language more in class, and so on. Thus, in the formation of professional competence of a future English language teacher, relevance and value are seen in the pedagogical reflection of an intern student, which can take place in many stages, where the primary and main steps are considered to be the collection, recording and analysis of information about what is happening in the classroom [5, p. 65].

Pedagogical reflection is a conscious and systematic process in which teachers critically analyze and evaluate their teaching practices, experiences, and their own beliefs in order to improve teaching and learning. In the context of teaching practice for future English language teachers, pedagogical reflection is an important tool for improving teaching methods, attracting students to learning and promoting language learning.

Consequently, the formation of professional competence of a future foreign language teacher is also effective in the context of pedagogical practice in secondary educational institutions. The main relevance and value is seen in the pedagogical reflection of the applicant for higher education, which can take place in many stages, where the priority steps are considered to be the following:

- collection, recording and analysis of information that can be implemented in several ways: "teacher's diary", reviews of other teachers based on the results of observing the lesson conducted by an intern student, and feedback from students;

- video and audio recordings of your own lessons for the purpose of their further analysis;

- search for ways to solve previously unresolved issues and problems. It is defined as appropriate at the final conference for students to present the results and achievements of reflection during pedagogical practice, where the results may be decisions to implement something in pedagogical activity in a completely different way or to confirm the correctness of their own actions and thoughts.

Therefore, systematic pedagogical reflection will contribute not only to self-assessment, but also, most importantly, to the development of professional competence of a future English language teacher [5].

So, the main tools of a reflexive approach during teaching practice are keeping a diary, analyzing lessons after they are conducted, and discussing the results with mentors and teachers. Self-assessment and feedback from

students are also an important part. Traditional forms of work that future English language teachers are involved in during practice include such as attending lessons of experienced teachers-practitioners, mutual attendance of lessons of students-interns, analysis of attended and introspection of lessons conducted, preparation and conduct of extracurricular educational events in a foreign language, keeping an individual journal of the student-intern, and others.

A reflexive approach to practice consists in a systematic analysis and assessment of students' own activities during their teaching practice. Students keep observation diaries in which they record their progress and difficulties, analyze their mistakes, and look for ways to further improvement. A reflexive approach contributes to the openness to their own development as future English Language teachers.

As the reflective approach to pedagogical practice involves the process of self-observation, self-evaluation, and self-improvement, it allows future English language teachers to think deeply about their teaching methods, classroom management techniques, and student interactions. By reflecting on their teaching experiences, future English language teachers can identify their strengths and weaknesses, set goals for improvement, and make necessary adjustments to enhance their teaching effectiveness.

In order to increase the effectiveness of pedagogical practice and develop the professional competence of future teachers, a number of innovative methods are proposed today. One of these methods is the lesson study group technique, which was founded in Japan and has gained wide popularity among European and American teachers. This technology involves students working together to develop a specific lesson plan. One of the students in the group then conducts this lesson while the others watch it. Then there is a discussion of the lesson in the group, analysis of its positive and negative aspects and search for ways to improve. The lesson plan is adjusted for the purpose of improvement and is conducted by another student of the group in another class. Then the discussion takes place again. In conclusion, the results of the work of the professional mutual development group are summed up and the professional and methodological achievements obtained are evaluated [7].

During teaching practice, future English teachers carry out practical experience in the classroom under the guidance of experienced mentors. This period provides a unique opportunity to apply theoretical knowledge in practice, observe teaching methods and reflect on your own effectiveness. The introduction of pedagogical reflection in pedagogical practice can lead to improved teaching methods, increased self-awareness, and improved learning outcomes.

The pedagogical reflection has a transformational impact on the professional development of teachers and student learning outcomes. For example, a study by Hutton and Smith [8] highlights how engaging in reflective practices increases confidence, develops problem-solving skills, and increases professional satisfaction among teachers. Similarly, the study highlights the role of reflection in developing a deep understanding of learning principles, improving classroom management skills, and promoting continuous professional growth.

Integrating pedagogical reflection into teacher training programs is essential to provide future English teachers with the necessary skills and competencies to work successfully. Educators should provide structured opportunities for reflexive practice, such as keeping diaries, mutual feedback sessions, and discussing outcomes, throughout teaching practice.

Pedagogical reflection is the key to professional growth and development of future English Language teachers during teaching practice. In the development of education, it is important to create a culture of pedagogical reflection in order to prepare highly competent and reflective practicing teachers who are able to meet the diverse needs of learning English in the modern world.

One of the key benefits of the reflective approach is its ability to promote continuous professional growth. By engaging in reflective practices, future English language teachers can develop a habit of critical thinking and self-assessment. This, in turn, leads to a more meaningful and impactful teaching practice. Additionally, the reflective approach helps future teachers to stay motivated, open-minded, and adaptable in the face of challenges and obstacles in the classroom.

Furthermore, the reflective approach fosters a culture of collaboration and support among future English language teachers. By sharing their reflections and insights with colleagues and mentors, future teachers can receive constructive feedback, gain new perspectives, and learn from each other's experiences. This collaborative learning environment is crucial for the professional development and growth of future teachers.

So, industrial pedagogical practice is an important component of professional and methodological growth of future English language teachers. A reflexive approach to teaching practice by future English teachers is a necessary element of their training. This approach helps students develop critical thinking, self-esteem, and improve their teaching skills. It is important to support and promote the development of reflexive skills in future teachers in order to ensure their successful career in education.

Conclusions. Reflexive practice is an important element of professional growth of future English language teachers. It allows students to analyze their own teaching activities, identify the strengths and weaknesses of their work, and make the necessary adjustments. Reflection contributes to the continuous improvement of the quality of education and professional growth of future English language teachers. A reflexive approach to teaching practice plays an important role in the training of future English language teachers. This approach helps students develop introspection skills, improve their work, and ensure their successful career in education.

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