

UDC 378.147:811.111

DOI <https://doi.org/10.24919/2308-4863/94-1-57>

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EXPERIMENTAL TESTING OF THE EFFECTIVENESS OF THE SYSTEM FOR FORMING PEDAGOGICAL REFLECTION OF FUTURE SOCIONOMIC SPECIALISTS IN THE PROCESS OF FOREIGN LANGUAGE TRAINING

The article provides a theoretical justification and experimental verification of the effectiveness of the system for forming pedagogical reflection of future socionomic specialists in the process of foreign language training. The relevance of the study is due to the increasing requirements for the professional training of psychologists and social workers, whose activities are associated with interpersonal interaction, empathetic communication, the ability to self-regulation and conscious professional self-development. Pedagogical reflection is considered as an integrative professionally significant quality of a person, which provides comprehension of own activities, analysis of emotional states, correction of actions and prediction of the results of professional interaction. The potential of foreign language training as a favorable environment for the development of reflective skills of future social specialists is substantiated. The experimental study was conducted during 2021–2025 and covered the ascertaining, formative and control stages. About three hundred socionomic higher education students participated in it; they were divided into experimental and control groups. During the formative stage, a system for the formation of pedagogical reflection was introduced, which involved the use of a reflective workshop, trainings, individual and group forms of reflection, pedagogical diaries and portfolios. The results of the experiment showed a positive dynamics in the formation of pedagogical reflection of students in the experimental groups, in particular, an increase in the level of awareness of the significance of reflection for professional activity, the development of skills of self-analysis, self-regulation, empathy and professional identification. The effectiveness of the proposed system and the feasibility of its implementation in the practice of foreign language training of future socionomic specialists were proven. The results obtained allow us to conclude that the formation of pedagogical reflection of future socionomic specialists should be carried out not episodically, but systematically, within the framework of a holistic pedagogical model integrated into the content of professional and foreign language training. Such an approach contributes to the harmonious combination of linguistic, communicative and professional competencies of future specialists in the social sphere. We see prospects for further research in the adaptation and implementation of the developed system for the formation of pedagogical reflection in the training of specialists in other socionomic specialties, as well as in studying the possibilities of its use in conditions of distance and blended learning.

Key words: pedagogical reflection, future socionomic specialists, foreign language training, reflective practicum, professional training, system, reflective training.

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ЕКСПЕРИМЕНТАЛЬНА ПЕРЕВІРКА ЕФЕКТИВНОСТІ СИСТЕМИ ФОРМУВАННЯ ПЕДАГОГІЧНОЇ РЕФЛЕКСІЇ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНОГО ПРОФІЛЮ У ПРОЦЕСІ ІНШОМОВНОЇ ПІДГОТОВКИ

У статті здійснено теоретичне обґрунтування та експериментальну перевірку ефективності системи формування педагогічної рефлексії майбутніх спеціалістів соціономічного профілю у процесі іноземної підготовки. Актуальність дослідження зумовлена зростанням вимог до професійної підготовки психологів та соціальних працівників, діяльність яких пов'язана з міжособистісною взаємодією, емпатійним спілкуванням, здатністю до саморегуляції та усвідомленого професійного саморозвитку. Педагогічну рефлексію розглянуто як інтегративну професійно значущу якість особистості, що забезпечує осмислення власної діяльності, аналіз емоційних станів, корекцію дій та прогнозування результатів професійної взаємодії. Обґрунтовано потенціал іноземної підготовки як сприятливого середовища для розвитку рефлексивних умінь майбутніх фахівців

соціальної сфери. Експериментальне дослідження проводилося упродовж 2021-2025 років та охоплювало констатувальний, формувальний та контрольний етапи. У ньому взяли участь близько трьохсот здобувачів вищої освіти соціономічного профілю, які були розподілені на експериментальні та контрольні групи. У процесі формувального етапу впроваджено систему формування педагогічної рефлексії, що передбачала використання рефлексивного практикуму, тренінгів, індивідуальних та групових форм рефлексії, педагогічних щоденників та портфоліо. Результати експерименту засвідчили позитивну динаміку сформованості педагогічної рефлексії у студентів експериментальних груп, зокрема зростання рівня усвідомлення значущості рефлексії для професійної діяльності, розвитку умінь самоаналізу, саморегуляції, емпатії та професійної ідентифікації. Доведено ефективність запропонованої системи та доцільність її впровадження у практику іншомовної підготовки майбутніх фахівців соціономічного профілю. Отримані результати дають змогу зробити висновок, що формування педагогічної рефлексії майбутніх фахівців соціономічного профілю має здійснюватися не епізодично, а системно, в рамках цілісної педагогічної моделі, інтегрованої у зміст професійної та іншомовної підготовки. Такий підхід сприяє гармонійному поєднанню мовної, комунікативної та професійної компетентності майбутніх фахівців соціальної сфери. Перспективи подальших досліджень убачаємо в адаптації та впровадженні розробленої системи формування педагогічної рефлексії у підготовку фахівців інших соціономічних спеціальностей, а також у вивченні можливостей її використання в умовах дистанційного та змішаного навчання.

Ключові слова: педагогічна рефлексія, майбутні спеціалісти соціономічного профілю, іншомовна підготовка, рефлексивний практикум, професійна підготовка, система, рефлексивний тренінг.

Problem statement. The current stage of development of higher education in Ukraine is characterized by increased attention to the quality of professional training of socioeconomic specialists, whose activities are directly related to interpersonal interaction, the provision of psychological and social assistance, and support for the individual in crisis and difficult life situations. In such conditions, the problem of forming pedagogical reflection of future psychologists and social workers as an integrative professionally significant quality becomes particularly relevant.

Pedagogical reflection acts as a mechanism for the subject to become aware of own activities, their goals, means and results, as well as a tool for professional self-development, self-regulation and responsible decision-making. For socioeconomic specialists, it is a necessary condition for effective professional interaction, the development of empathy, flexibility of thinking, the ability to analyze and predict socio-psychological situations (Omelchenko & Panasiuk, 2025).

At the same time, the practice of training future psychologists and social workers in higher education institutions indicates the presence of a contradiction between the need for a high level of formation of pedagogical reflection and the insufficient development of effective pedagogical mechanisms for its formation. In most cases, reflective training of students is carried out episodically, without a holistic system and proper integration into the content of the educational process.

A special place in this context is occupied by foreign language training, which is traditionally considered as a means of forming language and communicative competences. At the same time, foreign language learning has significant potential as an environment for the development of pedagogical reflection, since it is associated with the constant experience of com-

municative difficulties, emotional states, overcoming the fear of making mistakes, and interaction with other participants in the educational process. It is these factors that create the conditions for the actualization of mechanisms of self-observation, self-analysis, self-regulation, and professional identification (Machost, 2023).

Thus, the problem of developing and experimentally testing the effectiveness of a system for forming pedagogical reflection of future socioeconomic specialists in the process of foreign language training is relevant, which determines the choice of the topic of this article.

Analysis of research and publications. The problem of reflection as a psychological and pedagogical phenomenon is thoroughly studied in scientific works (Körkkö et al., 2016), where it is considered as the ability of an individual to realize his own actions, thoughts, emotions and results of activity. In the pedagogical context, reflection is interpreted as a mechanism of professional development that ensures the comprehension of experience and correction of activity (Larina, 2025).

Within the framework of professional training of socioeconomic specialists, reflection is considered as a key factor in the formation of empathy, communicative competence, readiness for interpersonal interaction and the ability to professional self-improvement. Pedagogical reflection in such studies (Kayapinar & Alkhalidi, 2023) appears as a multi-component formation that includes motivational, cognitive, emotional-value and activity components.

At the same time, the analysis of scientific sources (Larina, 2025; Omelchenko & Panasiuk, 2025; Rozhkova, 2011) shows that most of the works are devoted to the theoretical understanding of the phenomenon of reflection or its formation within the framework

of psychological and pedagogical disciplines. Much less attention is paid to the possibilities of integrating reflective mechanisms into the process of foreign language training of future psychologists and social workers.

Research on foreign language teaching methodology (Fedorova, 2017) is mainly focused on the development of linguistic, intercultural and communicative competences, while the reflective potential of foreign language learning is used fragmentarily. This necessitates a comprehensive approach to the formation of pedagogical reflection in the process of foreign language training on the basis of specially organized pedagogical conditions, methods and technologies.

The purpose of the article is an experimental verification of the effectiveness of the system for the formation of pedagogical reflection of future socio-economic specialists in the process of foreign language training. To achieve the set goal, it is planned to: 1) determine the theoretical and methodological principles of the formation of pedagogical reflection; 2) substantiate the organizational and pedagogical conditions for its development in the process of learning a foreign language; 3) describe the methodology and stages of experimental research; 4) analyze the results of experimental work and evaluate the effectiveness of the proposed system.

Presentation of the main material of the study. Experimental verification of the effectiveness of the system for the formation of pedagogical reflection of future socio-economic specialists in the process of foreign language training was carried out in accordance with the logic of pedagogical research and provided for the phased implementation of a set of scientifically sound procedures. Research and experimental work was carried out during 2021–2025 and covered three interrelated stages: search – theoretical, research – experimental and final.

The purpose of the experiment was to establish the dynamics of the levels of formation of pedagogical reflection of future psychologists and social workers and to verify the effectiveness of the implementation of the developed system for its formation in the process of foreign language training. To achieve this goal, a technological map of the experiment was developed, which determined the main tasks, content and methods of research at each stage.

The experimental sample included about three hundred students for higher education of a socio-economic profile. The control group included 143 students from the Lesya Ukrainka Volyn National University and Sumy State Pedagogical University named after A. S. Makarenko. The experimental group consisted of 138 future psychologists and social workers from

the Volodymyr Hnatyuk Ternopil National Pedagogical University and Khmelnytskyi National University. This distribution provided the opportunity for a comparative analysis of the results of traditional foreign language training and education, organized on the basis of the developed pedagogical system.

In the process of experimental research, a complex of theoretical and empirical research methods was used. Theoretical methods included analysis, synthesis, generalization of scientific sources, which made it possible to substantiate the conceptual principles of the formation of pedagogical reflection. Empirical methods included observation, conversation, questionnaires, testing, self-assessment, as well as psychodiagnostic methods adapted to the goals of the study. To determine the levels of formation of pedagogical reflection, author's questionnaires were used, aimed at identifying students' motivational readiness for reflective activity, awareness of the significance of pedagogical reflection and the presence of internal motivation for learning a foreign language. Additionally, diagnostic methods of empathic abilities, the level of self-regulation and reflective skills were used, which allowed a comprehensive assessment of all components of the phenomenon under study.

The ascertaining stage of the experiment was aimed at identifying the initial level of formation of pedagogical reflection of future socio-economic specialists and determining the features of their attitude to foreign language training. At this stage, a questionnaire, testing and self-assessment of students were carried out, the results of which allowed to outline the main problems and difficulties in the formation of reflective skills.

Analysis of the obtained data showed that a significant part of higher education students has insufficiently formed skills of self-analysis, self-control and awareness of their own educational activities. Many students showed uncertainty in their own abilities, fear of making mistakes in the process of foreign language communication, a low level of reflective activity. At the same time, students' interest in using more active, interactive and reflexively oriented forms of learning was recorded.

The results of the ascertaining stage confirmed the need to implement a specially organized pedagogical system aimed at forming pedagogical reflection of future psychologists and social workers in the process of foreign language training.

The formative stage of the experimental study was aimed at implementing the developed system for the formation of pedagogical reflection of future socio-economic specialists in the process of foreign language training. The main task of this stage was to implement

organizational and pedagogical conditions that would ensure the activation of students' reflective activity, overcoming psychological barriers in learning a foreign language and increasing motivation for professional self-development.

The process of foreign language training in experimental groups was organized on the principles of subject-subject interaction, support and trust between the teacher and students. Special attention was paid to creating a safe educational environment in which future psychologists and social workers could freely express their own thoughts, analyze mistakes and receive constructive feedback without fear of judgment.

A complex of traditional and innovative forms and methods of learning was introduced into the educational process, in particular, reflective discussions, role-playing games, analysis of professionally oriented situations, the project method, group work, as well as specially developed reflective exercises. An important component of the formative stage was the use of pedagogical diaries, in which students planned their own educational activities, analyzed the results of their work, identified difficulties and ways to overcome them.

Individual reflective work contributed to the development of the ability of future socionomic specialists to self-organize, self-control, and predict their own professional development. The combination of individual and group forms of reflection provided a comprehensive impact on all components of pedagogical reflection and created conditions for its purposeful formation.

The key element of the formative stage of the experimental study was the reflective practicum, which was considered as the basic organizational form of developing pedagogical reflection of future socionomic specialists in the process of foreign language training. Its content and structure were aimed at purposefully engaging students in reflective activity, updating the mechanisms of self-knowledge, introspection, goal-setting, and professional identification.

The reflective practicum was integrated into the process of studying the discipline "Foreign Language (English)" and was built taking into account the communicative specifics of foreign language training. It modeled the real conditions of the professional activity of a psychologist and social worker, which made it possible to combine language practice with the analysis of own actions, emotional states and professional decisions. This approach contributed to the transfer of reflective experience from educational activities to the future professional sphere.

The purpose of the reflective practicum was the formation and development of pedagogical reflection

on the basis of self-diagnosis of reflective qualities and abilities, self-analysis, self-assessment, self-realization and self-development of the personality. The tasks of the practicum were focused on the development of reflective skills of self-reporting, self-control, forecasting of activity results, as well as the formation of a value attitude towards future professional activity.

The reflective practicum was implemented in stages and included information-oriented, problem-targeted, subject-content, organizational-operational, functional-structural, and performance-improvisational stages. Such a structure ensured the gradual complication of students' reflective activity and contributed to the formation of a holistic understanding of pedagogical reflection as a professionally significant quality.

At the initial stages, attention was focused on students' awareness of the essence of reflection, its importance for educational and professional activities, and the definition of personal educational and professional goals. Subsequent stages were aimed at analyzing professionally oriented situations, modeling possible ways to solve them, evaluating own actions, and predicting the consequences of decisions made.

The use of imitation-role forms of work was of particular importance, which allowed students to "experience" complex socio-psychological situations, develop empathy, flexibility of thinking, the ability to improvise, and adequate self-regulation. In the process of such classes, future psychologists and social workers gradually moved from the position of a student to the position of a professional, which indicated the formation of a professional identity.

An important component of the system for the formation of pedagogical reflection was specially developed trainings, in particular, reflective training, training in the development of communicative skills and abilities, and self-regulation training. They were conducted with students in experimental groups after completing the basic foreign language training course and were aimed at generalizing and consolidating the acquired reflective skills.

The content of the training sessions included the use of role-playing games, professionally oriented dialogues, case analysis, group discussions and individual reflective tasks in English. This combination contributed to the integration of language and professional competencies, the development of the ability to conscious foreign language communication in future professional activities.

Considerable attention was paid to the use of reflective exercises aimed at the development of self-knowledge, goal-setting and evaluation of own achievements.

Performing such exercises contributed to the formation of a positive attitude towards oneself as a future specialist, increased confidence in one's own abilities and motivation for professional self-development.

To assess the dynamics of the formation of pedagogical reflection, a combined assessment system was used, which included self-assessment, peer-feedback and teacher observation. This approach made it possible to increase the objectivity of assessment and contributed to the development of responsibility for one's own educational activities among students.

An important result of the formative stage was the creation of a reflective portfolio, which accumulated the results of students' reflective activities (questionnaires, diaries, written assignments, self-analyses). The portfolio served as a tool for self-reporting, self-assessment, and planning for further professional development, which corresponded to the goals of forming pedagogical reflection.

The control stage of the experiment made it possible to trace the dynamics of the formation of pedagogical reflection of future socionomic specialists at the beginning and after the end of the formative impact. A comparative analysis of the results of the experimental and control groups showed the presence of positive changes among students who studied according to the developed system of formation of pedagogical reflection.

Students in the experimental groups experienced an increase in the level of awareness of the importance of pedagogical reflection for future professional activity, increased motivation for self-development, development of skills of self-analysis, self-regulation, and prediction of the results of their own activities. They demonstrated greater confidence in the pro-

cess of foreign language communication, readiness to analyze their own mistakes and use feedback as a resource for professional growth.

In contrast, in the control groups, no significant changes in the levels of formation of pedagogical reflection were recorded, which confirms the effectiveness of the implemented system and the feasibility of using reflective technologies in the process of foreign language training.

Conclusions. As a result of the conducted research, the effectiveness of the system for forming pedagogical reflection of future socionomic specialists in the process of foreign language training was theoretically substantiated and experimentally verified. It was proved that foreign language training, organized on the basis of a reflective approach, can act as an effective environment for the development of professionally significant reflective skills of future psychologists and social workers.

It was established that the systematic use of reflective forms, methods and technologies, the combination of individual and group reflection, the creation of a safe educational environment contribute to increasing the level of pedagogical reflection, the development of empathy, self-regulation and professional identity of socionomic higher education students.

The results obtained confirm the feasibility of implementing the developed system in the practice of training future specialists in the social sphere and can be used to improve the content of foreign language training in higher education institutions. Prospects for further research are related to the adaptation of the system for forming pedagogical reflection to the training of specialists in other specialties and the study of the possibilities of its use in distance learning.

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Дата першого надходження рукопису до видання: 12.11.2025

Дата прийнятого до друку рукопису після рецензування: 12.12.2025

Дата публікації: 31.12.2025