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FORMATION OF REFLECTIVE CULTURE IN AN EDUCATIONAL ORGANIZATION AS A BASIS FOR SUSTAINABLE PROFESSIONAL GROWTH

Annotation. The article considers the formation of a reflexive culture of a teacher in an educational organization as an important condition for sustainable professional development. It is clear that modern education requires not only the teacher to know how to teach, but also the ability to analyse his or her own activities, identify professional difficulties, adjust pedagogical decisions and develop a conscious individual style of work. It was concluded that reflexive culture was the basis for the professional maturity of the teacher.

Keywords: reflection, reflective culture, teacher, educational organization, professional growth, self-analysis, pedagogical activity, development, competence, mentoring, methodological work, professional maturity, feedback, self-assessment, pedagogical mastery.

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БІЛІМ БЕРУ ҰЙЫМЫНДА РЕФЛЕКСИВТІ МӘДЕНИЕТТІ ҚАЛЫПТАСТЫРУ ПЕДАГОГТАРДЫҢ ТҰРАҚТЫ КӘСІБИ ӨСУІНІҢ НЕГІЗІ РЕТІНДЕ

Андатпа. Мақалада білім беру ұйымында рефлексивті мәдениетті қалыптастыру педагог қызметкерлердің тұрақты кәсіби өсуінің маңызды шарты ретінде қарастырылады. Қазіргі білім беру жүйесі педагогтан тек оқыту әдістемесін меңгеруді ғана емес, сонымен қатар өз қызметін талдай алу, кәсіби қиындықтарды анықтау, педагогикалық шешімдерді түзету және жеке жұмыс стилін саналы түрде дамыту қабілетін талап ететіні негізделген. Зерттеудің мақсаты рефлексивті мәдениеттің мәнін ашу, оның кәсіби дамудағы рөлін анықтау және оны қалыптастырудың ұйымдастырушылық-педагогикалық шарттарын айқындау болып табылады. Зерттеуде теориялық талдау, жалпылау және құрылымдық-функционалдық талдау әдістері қолданылды. Рефлексивті мәдениет педагогтың кәсіби кемелденуінің негізі екендігі туралы қорытынды жасалды.

Түйінді сөздер: рефлексия, рефлексивті мәдениет, педагог, білім беру ұйымы, кәсіби өсу, өзін-өзі талдау, педагогикалық қызмет, даму, құзыреттілік, тәлімгерлік, әдістемелік жұмыс, кәсіби кемелдену, кері байланыс, өзін-өзі бағалау, педагогикалық шеберлік.

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ФОРМИРОВАНИЕ РЕФЛЕКСИВНОЙ КУЛЬТУРЫ ПЕДАГОГА В ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ КАК ВАЖНОЕ УСЛОВИЕ УСТОЙЧИВОГО ПРОФЕССИОНАЛЬНОГО РОСТА

Аннотация. В статье рассматривается формирование рефлексивной культуры педагога в образовательной организации как важное условие устойчивого профессионального роста. Очевидно, что современное образование требует от педагога не только владения методикой преподавания, но и способности анализировать собственную деятельность, выявлять профессиональные затруднения, корректировать педагогические решения и осознанно развивать индивидуальный стиль работы. Цель исследования состоит в раскрытии сущности рефлексивной культуры, определении ее роли в профессиональном развитии и выявлении организационно-педагогических условий ее формирования. Использованы методы теоретического анализа, обобщения и структурно-функционального анализа. Сделан вывод о том, что рефлексивная культура является основой профессиональной зрелости педагога.

Ключевые слова: рефлексия, рефлексивная культура, педагог, образовательная организация, профессиональный рост, самоанализ, педагогическая деятельность, развитие, компетентность, наставничество, методическая работа, профессиональная зрелость, обратная связь, самооценка, педагогическое мастерство.

Introduction. A modern educational organization develops under conditions of continuous renewal of educational content, growing demands for the quality of instruction, and increasing attention to teachers' professional competence. Under these conditions, sustainable professional growth can no longer be viewed simply as the accumulation of experience or the completion of professional development courses. It requires teachers to be able to reflect critically on their own practice, to identify the causes of their successes and difficulties, to relate their actions to educational outcomes, and to make deliberate changes to their practice.

The idea of reflection in pedagogy rests on deep scientific foundations. J. Dewey regarded reflective thinking as an active and sustained examination of experience aimed at finding well-grounded solutions [1]. D. Schön showed that a professional develops through the capacity to think both during action and after it has been completed [2]. In the

educational sphere, this means that a teacher must not only carry out instructional functions but also continually assess how well their methods, communication style, and managerial decisions meet learners' actual needs.

For this reason, cultivating a reflective culture becomes one of the key tasks facing an educational organization.

The relevance of this study stems from the fact that teachers' professional activity is becoming increasingly complex, dynamic, and multi-layered. Teachers work not only with instructional content but also with learners' motivation and emotional states, the digital environment, parents, administrators, and the requirements of educational standards. Under these circumstances, sustainable teacher development is impossible without a well-developed capacity for self-analysis and professional reflection.

Educational practice frequently reveals a contradiction between formal professional development and genuine change in pedagogical behavior. Teachers may complete training, take part in methodological activities, and fulfill reporting requirements without always engaging in deep reflection on their own professional actions.

A reflective culture makes it possible to resolve this contradiction. It helps teachers move from the mechanical fulfillment of requirements toward conscious professional growth. As S. Brookfield argues, a critically reflective teacher is able to examine their practice from multiple perspectives - personal experience, learners' views, colleagues' assessments, and the theoretical foundations of pedagogy [3]. It is precisely this approach that renders development sustainable rather than incidental.

The aim of this study is to provide a theoretical grounding for the significance of reflective culture within an educational organization and to establish its role as the foundation of sustainable professional growth among teaching staff.

Research objectives:

1. To clarify the essence and content of the concept of a teacher's reflective culture;
2. To determine the role of reflective culture in ensuring sustainable professional growth;
3. To identify the organizational and pedagogical conditions for cultivating a reflective culture within an educational organization.

The scientific novelty of this article lies in treating reflective culture not merely as an individual quality of the teacher, but as an element of the professional environment of the educational organization as a whole. The article clarifies that sustainable professional growth is achieved not through isolated professional development activities, but through the systematic engagement of teachers in reflective practice: self-analysis, professional dialogue, mentoring, analysis of pedagogical situations, feedback, and the collective discussion of educational outcomes.

Materials and Methods. The materials for this study comprised scholarly works addressing reflective thinking, teachers' professional development, pedagogical practice, and organizational learning, drawing on the work of J. Dewey, D. Schön, S. Brookfield, F. Korthagen, D. Kolb, J. Mezirow, C. Argyris, and P. Senge.

The study employed methods of theoretical analysis, generalization, comparative-pedagogical analysis, and structural-functional analysis. Theoretical analysis was used to clarify the content of the concept of reflective culture; generalization, to identify the principal directions of its formation; and structural-functional analysis, to determine the place of reflective culture within the broader system of teachers' professional growth.

Results and Discussion. In addressing the first objective, the essence of the teacher's reflective culture was clarified. Reflective culture is not a discrete skill of self-analysis, but a holistic professional and personal quality encompassing teachers' ability to be aware of the aims of their activity, to analyze the methods they employ, to evaluate outcomes, to identify errors, and to make decisions about their further professional development.

Reflection in pedagogical practice begins when teachers ask themselves: why do I act this way, what result does my approach produce, what needs to change, and how do learners perceive my actions? This differs from mere self-reporting. A self-report simply records what was done, whereas reflection helps explain why it was done in a particular way and how effective it proved to be.

Dewey emphasized that reflective thinking is bound up with making sense of a problematic situation and searching for a well-grounded solution [1]. For teachers, this means the capacity to see, behind surface-level difficulties, deeper underlying causes: insufficient learner motivation, a weak link between material and practice, a poorly chosen method, a lack of feedback, or insufficient individualization of instruction.

Schön introduced the influential concepts of "reflection-in-action" and "reflection-on-action" [2]. In educational practice, these manifest as follows: reflection-in-action occurs when a teacher notices, during the lesson itself, that the chosen method is not working and adjusts the course of the lesson accordingly; reflection-on-action occurs when, after the lesson, the teacher analyzes what worked, what proved difficult, and what conclusions should be drawn.

Reflective culture accordingly comprises several components:

- The *cognitive* component, concerning teachers' knowledge of the aims, methods, and criteria for evaluating their own practice;
- The *analytical* component, which enables teachers to identify the causes of pedagogical successes and failures;
- The *value-based* component, reflecting teachers' readiness to assess their own work honestly and to regard development as a professional norm;

- The *communicative* component, concerning readiness to accept feedback from learners, colleagues, and administration;
- The *activity-based* component, expressed in the ability to change one's pedagogical practice on the basis of the conclusions drawn.

Reflective culture thus functions as an internal mechanism of professional growth: it allows teachers not merely to record experience, but to transform it into a source of development.

In addressing the second objective, the study examined the role and significance of reflective culture in ensuring sustainable professional growth. Teachers' professional growth becomes sustainable when it rests not on external control, but on an internal readiness to develop. Courses, seminars, certification procedures, and methodological events yield results only when teachers are able to relate the knowledge gained to their actual practice.

D. Kolb conceived of learning as a cycle comprising concrete experience, observation and reflection, the formation of conclusions, and further practical application [5]. This logic holds particular importance for the teaching profession: every lesson, educational activity, consultation, or methodological session can become a source of professional growth, provided the teacher does not merely carry out the action but analyzes its results.

Reflective culture helps teachers to view professional development as an ongoing process. It reduces dependence on external evaluation and strengthens professional autonomy. Teachers with a well-developed reflective culture do not experience critical remarks as personal attacks, but treat them as material for improving their practice - a disposition that matters greatly amid the renewal of curricula, the introduction of digital technologies, and shifting learner needs.

Brookfield observed that critical reflection helps teachers uncover the hidden assumptions that shape their behavior [3]. A teacher may, for instance, assume that strict control invariably improves discipline, yet an analysis of feedback may reveal that excessive rigidity in fact diminishes learner initiative. Here, reflection becomes not mere contemplation but a tool for revising one's professional stance.

Reflective culture also helps prevent professional burnout. Teachers who do not analyze the causes of their difficulties often interpret failure as personal inadequacy. A reflective approach, by contrast, allows a problem to be reframed as a professional task that can be addressed by changing methods, redistributing workload, seeking support, or developing specific competencies.

The relationship between reflective culture and pedagogical mastery is especially significant. Mastery develops not merely through years of service, but through experience that has been meaningfully examined; prolonged practice without analysis can, instead,

entrench ineffective habits. Sustainable teacher growth therefore requires a continual movement from experience to reflection, from reflection to change, and from change to a new quality of professional practice.

F. Korthagen stressed the importance of linking theory and practice in teacher training and development [4] - a principle equally relevant for the educational organization as a whole. Reflective culture enables teachers not merely to know pedagogical theory, but to apply it to real situations, making professional development deeper and more practice-oriented.

Reflective culture thus underpins sustainable professional growth precisely because it connects experience, self-analysis, feedback, theoretical understanding, and practical change within pedagogical activity.

Addressing the third objective made it possible to identify the organizational and pedagogical conditions needed to cultivate a reflective culture within an educational organization. Reflective culture does not arise spontaneously; it must be deliberately fostered through the organizational environment, methodological work, and managerial support.

The first condition is the creation of a psychologically safe professional environment. Teachers will openly analyze their own mistakes only where the organization is free of fear of punishment for professional difficulties. An error should be treated not as grounds for pressure, but as a source of analysis and growth - which requires an administrative stance in which oversight is paired with support, and performance evaluation with the opportunity for professional discussion.

The second condition is the development of professional dialogue. Reflection deepens when teachers can discuss their practice with colleagues. Methodological associations, pedagogical councils, mentoring meetings, and mutual classroom observation should be aimed not solely at reporting, but at the substantive analysis of pedagogical situations - attending not only to outcomes, but to their underlying causes.

The third condition is the introduction of regular feedback, which may come from learners, colleagues, administrators, mentors, and parents. Such feedback must be accurate, specific, and development-oriented: generic assessments such as "good" or "bad" do not build a reflective culture. More useful are questions such as what helped learners grasp the material, which forms of work engaged their interest, where difficulties arose, and what might be changed in the next lesson.

The fourth condition is the use of dedicated tools for pedagogical reflection - reflective journals, lesson self-analysis frameworks, professional development portfolios, case analysis, individual growth plans, video observation followed by self-review, professional consultations, and mentoring conversations. These tools help make reflection systematic

rather than incidental.

The fifth condition is linking reflection to methodological work. In many educational organizations, methodological work is reduced to plans, reports, and scheduled events; its developmental potential emerges only when it becomes a space for analyzing actual pedagogical practice - helping teachers answer questions such as what professional gaps they have, which methods are effective, which competencies need development, and what has changed following the introduction of new approaches.

The sixth condition is the development of mentoring. A mentor helps a novice or less experienced teacher not simply to master documentation and organizational procedures, but to learn to think as a professional. Mentoring should include the joint analysis of lessons, discussion of difficult situations, the setting of developmental goals, and the tracking of progress - turning mentorship into a mechanism for building reflective culture.

The seventh condition is support for organizational learning. P. Senge described the learning organization as a system in which people continually expand their capabilities and learn to solve problems together [8]. For an educational organization, this means that reflective culture must be cultivated collectively as well as individually: the entire teaching staff should be able to analyze outcomes, acknowledge problems, seek solutions, and implement change.

Cultivating a reflective culture therefore demands a systematic approach. Simply urging teachers toward self-analysis is not enough; conditions must be created under which reflection becomes a norm of professional life within the educational organization.

Conclusion. This study has established that reflective culture is one of the key foundations of sustainable professional growth among teaching staff in a modern educational organization.

In addressing the first objective, the essence of reflective culture was clarified as a complex professional-personal formation encompassing teachers' ability to be aware of the aims of their activity, to analyze the methods they employ, to evaluate outcomes, to identify professional difficulties, to make well-grounded decisions, and to adjust their own pedagogical practice accordingly.

In addressing the second objective, it was established that reflective culture underpins the sustainability of professional development by converting accumulated experience into a conscious resource for growth, helping teachers make use of feedback, develop autonomy, refine their pedagogical mastery, raise the quality of the educational process, and reduce the risk of professional burnout.

Addressing the third objective made it possible to identify the principal organizational and pedagogical conditions for cultivating a reflective culture: establishing a safe professional environment, developing mentoring, organizing systematic feedback,

strengthening methodological work, and employing self-analysis frameworks, professional portfolios, and the collective discussion of pedagogical situations.

Taken together, these conditions enable an educational organization to move beyond formal professional development toward the genuine, meaningful development of its teaching staff. Cultivating a reflective culture should, therefore, be regarded as an ongoing mechanism for improving the quality of education and advancing teachers' professional development.

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