

UDC 378

DOI: <https://doi.org/10.24919/2308-4634.2025.339896>

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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PEDAGOGICAL REFLECTION IN THE PROCESS OF FOREIGN LANGUAGE TRAINING OF FUTURE SOCIONOMIC SPECIALISTS

The article considers the problem of the formation of pedagogical reflection in the process of foreign language training of future specialists of a socionomic profile as an important factor of their professional development. In the conditions of transformation of education and its integration into the global space, the development of the ability of future specialists to self-knowledge, critical reflection of professional activity and reflective attitude to pedagogical interaction becomes of particular relevance. Pedagogical reflection is defined as a personal and professional formation that provides awareness of own's functions, interaction strategies, analysis and assessment of pedagogical situations on the basis of self-analysis and self-improvement. Its formation is possible only in the conditions of a reflective educational environment based on dialogical interaction, problematization of the content of education and personal involvement of students. The main organizational and pedagogical conditions are determined: the creation of a reflective educational environment, the use of dialogical forms of learning and problem-oriented tasks, modeling professionally significant situations, the integration of foreign language training with the development of reflective skills through the active use of interactive technologies, project methods, case analysis, and reflective exercises. Particular attention is paid to the role of the discipline "Foreign Language (English)" as an important component of the development of not only linguistic, but also reflective and professional competencies of future specialists. It is concluded that foreign language training, organized on the basis of certain organizational and pedagogical conditions, contributes to the development of communicative competence, professional self-knowledge, the ability to self-assessment and a responsible attitude to professional activity, which ensures the holistic personal and professional growth of future specialists in the socionomic sphere.

Keywords: pedagogical reflection; organizational and pedagogical conditions; foreign language training; reflective environment; professional development; socionomic profile.

Tabl. 2. Ref. 15.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПЕДАГОГІЧНОЇ РЕФЛЕКСІЇ У ПРОЦЕСІ ІНШОМОВНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ СОЦІОНОМІЧНОГО ПРОФІЛЮ

У статті розглянуто проблему формування педагогічної рефлексії в процесі іношомовної підготовки майбутніх фахівців соціономічного профілю як важливого чинника їхнього професійного становлення. В умовах трансформації освіти та її інтеграції у глобальний простір особливої актуальності набуває розвиток у майбутніх фахівців здатності до самопізнання, критичного осмислення професійної діяльності та рефлексивного ставлення до педагогічної взаємодії. Педагогічна рефлексія визначається як особистісно-професійне формування, що забезпечує усвідомлення власних функцій, стратегій взаємодії, аналіз та оцінку педагогічних ситуацій на основі самоаналізу та самовдосконалення. Її формування можливе лише в умовах рефлексивного освітнього середовища, що базується на діалогічній взаємодії, проблематизації змісту освіти та особистісному залученості студентів. Визначено основні організаційно-педагогічні умови: створення рефлексивного освітнього середовища, використання діалогічних форм навчання та проблемно-орієнтованих завдань, моделювання професійно значущих ситуацій, інтеграція навчання іноземних мов з розвитком рефлексивних навичок шляхом активного використання інтерактивних технологій, методів проєктів, аналізу кейсів та рефлексивних вправ. Особливу увагу приділено ролі дисципліни "Іноземна мова (англійська)" як важливої складової розвитку не лише лінгвістичної, а й рефлексивної та професійної компетенцій майбутніх спеціалістів. Зроблено висновок, що іношомовна підготовка, організована на основі визначених організаційно-педагогічних умов, сприяє розвитку комунікативної компетентності, професійного самопізнання, здатності до самооцінки та відповідального ставлення до професійної діяльності, що забезпечує цілісне особистісно-професійне зростання майбутніх фахівців соціономічної сфери.

Ключові слова: педагогічна рефлексія; організаційно-педагогічні умови; іношомовна підготовка; рефлексивне середовище; професійне становлення; соціономічний профіль.

Introduction. In modern scientific and pedagogical research aimed at improving the functioning of various pedagogical systems and increasing the efficiency of various areas of the educational process, one of the most important aspects is the identification, justification and verification of pedagogical conditions that ensure the success of educational activities. The problem of the correct choice, accurate characterization and competent justification of pedagogical conditions in scientific research is addressed in works that note that this issue most often causes difficulties, since it is quite complex, multifaceted and requires a lot of work from researchers.

Literature review. The problem of the formation of pedagogical reflection in the process of professional training is actively highlighted in modern studies, where it is considered as a necessary condition for the professional self-development of a specialist [6; 5]. The issue of the development of reflective skills of future teachers in the context of the educational process is investigated by N. Senchyna [10], emphasizing the importance of creating appropriate organizational and pedagogical conditions, among which interactive technologies, project-reflective methods and intercultural interaction occupy a special place. At the same time, in the field of foreign language training, the works of P. Faller, H. Lundgren, V. Marsick [15] are significant, analyzing the role of reflection in the formation of intercultural communication and professional thinking. Despite this, the issues of comprehensively ensuring organizational and pedagogical conditions for the development of pedagogical reflection in the process of foreign language training of future sociomic specialists still remain insufficiently addressed, which necessitates the need for further scientific research.

The purpose of the study is to identify and theoretically substantiate organizational and pedagogical conditions that contribute to the formation of pedagogical reflection in the process of foreign language training of future sociomic specialists.

For the successful selection and justification of effective pedagogical conditions, it is necessary to take into account **a number of factors**, to which we attribute: 1) a multifaceted and comprehensive understanding of the phenomenon of the key concept of "condition"; 2) analysis and specification of the content of the term "organizational and pedagogical conditions"; 3) clarification of the classifications of pedagogical conditions in accordance with their orientation on the nature of the problems that these conditions are designed to solve; 4) a clear justification for the choice of these organizational and pedagogical conditions; 5) a clear understanding of the direction of pedagogical conditions (improvement of the entire pedagogical system, development of the individual, achievement of a specific didactic goal).

Results. In our research and experimental work, it is important to clarify pedagogical definitions and

concepts. One of these key concepts is "conditions". In the philosophical dictionary of terms and personalities, "condition is a philosophical category for designating those factors that are necessary for the emergence, existence and change of certain objects and phenomena" [12, 230]. Most often, conditions are considered as something external to the phenomenon, in contrast to the broader concept of cause, which includes both external and internal factors.

In the scientific literature, there are different approaches to defining the term "condition". In particular, in Philosophy, "condition" is interpreted as a category that expresses the attitude of an object to surrounding phenomena, without which it cannot exist [13, 69]. According to O. Andriushchenko "condition is a mutual oral or written agreement about something; agreement, contract" [1, 310]. Conditions create the environment, the situation in which a phenomenon arises, exists and develops.

In modern psychological and pedagogical literature, the category "condition" is considered as a specific pair in relation to the generic concepts "environment", "circumstances", "situation" [2, 220]. Analyzing pedagogical conditions, R. Sopivnyk, N. Dira emphasize that "we are talking about circumstances related to the organization of the educational process in an institution, with the external educational environment in which cognitive, educational, scientific, research and educational activities of students take place", aimed at educating them in certain knowledge, skills and abilities [11, 75].

We are close to the position of the group of teacher-researchers T. Shmonina, I. Glukhov, who believe that "pedagogical conditions are a qualitative characteristic of the main factors, processes and phenomena of the educational environment and are characterized by the following characteristics: they are created purposefully and implemented in the educational environment; they ensure the solution of the pedagogical task; they contribute to the systematic nature of scientific research and provide the opportunity to verify its results; they positively affect the efficiency and effectiveness of the educational process" [14, 65]. In turn, organizational and pedagogical conditions are a type of pedagogical conditions that depend on the features of the organization of the educational process in higher education institutions. In our opinion, the approaches to defining the construct "organizational and pedagogical conditions", which contains the components "conditions", "pedagogical conditions", "organization" are interesting (Table 1.).

Based on the definitions considered above, we will rely on the idea that conditions are an important set of pedagogical measures to achieve the set goals, which provide for the external characteristics of the analyzed pedagogical phenomenon (forms, methods, teaching techniques) and are focused on the relationship with the student's inner world. This approach to understanding organizational and pedagogical conditions makes it

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possible not to enter into contradictions with other interpretations of “conditions” in pedagogical science.

Table 1

The construct “organizational and pedagogical conditions”

<i>The content of the construct “organizational and pedagogical conditions”</i>	<i>Authors</i>
“Specially created circumstances in the pedagogical process that ensure a targeted, orderly and coordinated influence on the personality of factors that are necessary and sufficient to achieve the set goals” [3, 76]	I. Butsyk
“A set of factors that ensure the regulation, interaction of objects and phenomena of the pedagogical process to achieve the set goal, improve interpersonal relationships of participants in the pedagogical process to solve specific didactic tasks, contribute to the activation of the educational and cognitive activity of future specialists, their independence, initiative, professional interest” [4, 225]	T. Vdovychyn
“Interrelated systemic circumstances and methods of organizing the pedagogical process that ensure its effectiveness” [5, 4]	O. Voitsekhivskiyi
“A set of circumstances of the training process that relate to its organization, forms, methods and content and are necessary and sufficient to ensure the effectiveness of training future masters of psychology for professional activity in the conditions of informal education” [7, 199]	O. Ponomarenko
“The influence of a set of factors on a future specialist, which ensures positive changes in professional training and allows to increase the level of readiness for professional activity of an engineer-pedagogue” [8, 142–143]	O. Potapchuk

Thus, by pedagogical conditions we understand *an integral component of the pedagogical system that determines the immediate circumstances of the educational process, which are revealed in the characteristics of the content, forms and methods of teaching, the organization of the activities of students and teachers, aimed at improving*

the pedagogical system in general and the development of the personality of education seekers in particular.

Generalization of the results of numerous scientific and pedagogical studies makes it possible to assert the presence of certain types of pedagogical conditions, presented in Table 2.

Table 2

Types of pedagogical conditions

<i>Types of conditions</i>	<i>Characteristics</i>
Organizational and pedagogical (general pedagogical) conditions	a set of purposefully designed measures of influence on the pedagogical system: content, forms, methods of a holistic pedagogical process, which underlie the management of the functioning and development of the procedural aspect of a holistic pedagogical process
Psychological and pedagogical (personal and developmental) conditions	a set of purposefully constructed interconnected and interdependent opportunities of the educational environment, aimed at transforming specific characteristics of the personality of the teacher and students
Didactic conditions	are the result of purposeful selection, design and implementation of special content, organizational forms, methods, techniques and means of teaching to achieve certain didactic goals
Methodological and technological conditions	imply the implementation of certain methods and/or pedagogical technologies to achieve specific educational goals
Material and technical conditions	installation and use of special equipment, development of special teaching aids, creation of specialized premises that ensure comfort and safety of the educational process

When determining organizational and pedagogical conditions for the formation of pedagogical reflection in the process of foreign language training of future socionomic specialists, we proceeded from the following provisions.

First, pedagogical reflection develops taking into account general personal reflective abilities. Therefore,

the process of forming pedagogical reflection in the process of foreign language training of future specialists of socionomic profile is carried out using a psychological appeal to the personality of the future social work specialist or psychologist, activation of the processes of personal and professional self-awareness and self-determination, immersion in oneself.

Secondly, the formation of pedagogical reflection is based on the analysis and comprehension of own practical experience. Obtaining such experience for a future specialist in the social sphere is possible either in the conditions of a real professional environment, or in conditions close to real ones that clearly model professional reality. This is about immersion in professional activity.

Thirdly, the defining strategy of training in higher education institutions for the development of education seekers involves the creation of such conditions that will ensure the formation of pedagogical reflection. We are convinced that it is important to stimulate the reflective behavior of students through various methods and means. Reflection helps the student not only to formulate the necessary results in the process of studying at a higher education institution, but also to determine for himself further work goals after studying. As a result, he gets the opportunity to adjust his life and professional path already at the stage of studying and obtaining a profession.

Considering the process of forming pedagogical reflection of future specialist of socionomic profile through the prism of the process of self-development, we searched for conditions precisely in this aspect. Having analyzed the approaches to understanding self-development in modern psychological and pedagogical literature, it can be argued that the process of self-development of an individual as a process of conscious self-improvement (provided that it is freely carried out by own means), can and should begin, continue and deepen with the help of professional guidance, which is carried out in a variety of forms. On the other hand, satisfaction or dissatisfaction with self-development arises in the reflective process.

The problem of creating the necessary pedagogical conditions for effective professional training of future specialists is constantly at the epicenter of attention of scientists and practicing teachers. Pedagogical conditions for the formation of reflection of future music teachers in the process of studying Ukrainian choral sacred music were defined by I. Parfentyeva: creating an atmosphere of emotional openness and creative activity; ensuring the priority of practical activity; actualization of personal experience of communication with art" [6, 11].

The pedagogical conditions for the formation of artistic reflection of future music teachers, according to Ch. Jingjing, are as follows: "creating a favorable information-rich environment; forming the need to master artistic reflection; ensuring motivation to study and use artistic reflection in the process of vocal and performing activities; monitoring the process of forming artistic reflection; fostering the need for constant self-improvement" [13, 74].

L. Rudenko, R. Lashta prove the need to implement such pedagogical conditions for the formation of pro-

fessional reflection of future officers of the Armed Forces of Ukraine, namely: 1) "forming a reflective educational environment of higher educational institutions; 2) introducing educational programs for the development of professional reflection and active reflective and activity technologies for training future officers; 3) establishing and maintaining subject-subject interaction between subjects of educational activity of higher educational institutions" [9, 126].

O. Andriushchenko identified pedagogical conditions that "ensure the successful development of reflective skills of primary school teachers in the system of postgraduate pedagogical education, namely: 1) targeted development of motivation and value attitude of primary school teachers to reflective activity; 2) updating the content of postgraduate pedagogical education; 3) creating a reflective environment in a postgraduate educational institution by introducing reflective teaching methods and developing its reflective subject-spatial, information-content, communicative-activity and personal components" [1, 5].

In the context of our study, the justification of pedagogical conditions for the formation of pedagogical reflection of teachers of humanitarian specialties in postgraduate education by N. Senchyna is interesting: "the orientation of the content of postgraduate education on the targeted actualization of pedagogical reflection of teachers of humanitarian specialties; organization of a reflective educational environment in the postgraduate council system; introduction of active reflective and activity-based learning technologies in the course and inter-course periods; ensuring the dominant role of reflective practicum in the formation of pedagogical reflection of teachers of humanities disciplines in postgraduate education" [10, 2].

One cannot but agree with foreign colleagues (P. Faller, H. Lundgren, V. Marsick), who believe that the development of reflection in the process of foreign language training is influenced by the following factors: adequate self-image, image of "I"; self-criticism, adequate self-assessment of professional opportunities, developed self-control; ability for self-development, empathy; tendency to cooperate in professional activities [15]. Based on the above, the formation of pedagogical reflection, first of all, should be based on the development of personal reflection.

By *organizational and pedagogical conditions for the formation of pedagogical reflection in the process of foreign language training of future specialists of socionomic profile*, we mean the objective possibilities of the pedagogical process purposefully used by the teacher, which contribute to the formation, activation and development of pedagogical reflection in the process of learning a foreign language. Organizational and pedagogical conditions encompass a system of targeted influences and interactions that are purposefully built into the content, methods, and forms of practical classes

in the discipline “Foreign Language (English)”. These conditions are implemented through the creation of a specially organized reflective educational environment that contributes not only to the development of linguistic competence, but also to the activation of critical thinking, self-analysis, and professional reflection among students.

The key mechanism for implementing these organizational and pedagogical conditions is the creation of personal situations – educational contexts that involve students in meaningful communication, problem solving and analysis of socially and professionally significant scenarios. Such situations simulate real professional interactions, encouraging students to reflect on their own actions, evaluate communicative strategies and critically evaluate both linguistic and professional aspects of their activities.

Due to the dynamic interaction of participants in the educational process, these personal situations serve as a catalyst for the formation of reflective skills, supporting the gradual transformation of knowledge and experience into conscious professional competencies within the framework of foreign language learning.

Conclusions. Thus, the organizational and pedagogical conditions for the formation of pedagogical reflection in the process of foreign language training of future socionomic specialists involve the purposeful creation of a reflective educational environment based on the principles of dialogization, problematization of the content of training and active interpersonal interaction. An important factor is the personal involvement of students in the analysis of real or simulated socio-pedagogical situations, which contributes to the development of the ability to comprehend their own professional activities, the formation of self-awareness, critical thinking and reflective skills.

Effective implementation of organizational and pedagogical conditions is possible provided that they are integrated into the content and form of practical classes in the discipline “Foreign Language (English)”, which involves the creation of personally significant situations, the activation of self-reflection and stimulation of motivation for professional self-development. Therefore, foreign language training is not only a means of forming communicative competence, but also a powerful resource for developing pedagogical reflection as an important component of the professional training of future socionomic specialists.

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Стаття надійшла до редакції 22.07.2025



"Знання, набуті без власних зусиль, швидко забуваються. Лише те, що ми здобуємо через працю, стає частиною нашої сутності".

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український педагог

