European International Journal of Philological Sciences (ISSN: 2751-1715)

Received: 06 March 2026 | Accepted: 28 March 2026 | Published: 22 April 2026

DOI: 10.55640/eijps-06-04-28

RESEARCH ARTICLE

Modern Technologies for Developing Reflective Competence in Teaching Russian

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VOLUME: Vol.06 Issue04 2026

PAGE: 136-138

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Abstract

The article analyzes modern technologies aimed at developing students' reflective competence in teaching the Russian language. Reflection is viewed as a metacognitive ability that ensures awareness of learning activities, self-assessment, self-regulation, and critical analysis of personal outcomes. The study describes digital, interactive, and communicative technologies that enhance the effectiveness of reflective skill formation in non-linguistic higher education institutions. Pedagogical conditions, methodological tools, and arguments for integrating reflective practices into language teaching are presented.

KEYWORDS

Reflection; reflective competence; teaching technologies; Russian language teaching; digital tools; interactive methods.

INTRODUCTION

The modern higher education system is focused on developing students not only subject-specific knowledge but also universal competencies that enable independent and responsible learning. One of the priority areas in the training of future Russian language teachers is the implementation of reflective innovative technologies. These technologies promote critical thinking, self-reflection, and professional development in teachers. With the digitalization of education, the need arises to integrate traditional and innovative teaching methods. It is important to consider not only technical capabilities but also the students' psychological and pedagogical characteristics. In this context, the development of reflective competence—the ability to analyze one's own actions, evaluate results, and identify avenues for improvement—is particularly important. For teaching Russian as a second language or as a humanities discipline, this skill is crucial, as language acquisition is a process of constant reflection, the selection of communication strategies, and error correction.

The need to use modern technologies is driven by the transition to a digital educational environment, the increasing role of independent work, and the expansion of interactive forms of interaction. Modern technological solutions make the reflection process more structured, motivating, and scientifically grounded. Reflection in education is traditionally viewed as a person's ability to analyze their own performance, identify the causes of successes and difficulties, and adjust educational strategies. In the context of Russian language teaching, reflection fosters a deep understanding of linguistic phenomena, increases students' independence and responsibility, and develops critical thinking and communicative awareness.

The educational process actively utilizes the following: online platforms (Google Classroom, Moodle) for keeping reflective journals, portfolios, and self-assessing completed

assignments; interactive questionnaires and feedback forms (Mentimeter, Padlet) for recording difficulties and successful strategies; digital mind maps (MindMeister) for analyzing language structures; and voice and video recording services for self-analysis of oral speech.

These tools enable students to track individual progress, monitor development dynamics, and understand their own speech strategies.

Interactive methods create conditions for collective reflection:

discussion formats (mini-debates, roundtables, fishbowls);

project activities—analyzing solutions to language problems;

role-playing and communicative games—understanding speech behavior in real-life situations. These technologies develop the ability to evaluate one's own decisions and adjust them during communication.

Increased motivation: students see the real results of their work. Developing autonomy: developing the ability to independently plan learning. Improving speech quality: reflection helps students recognize mistakes and identify individual deficiencies. Developing communicative competence: students learn to evaluate their own communication strategies. Compliance with modern educational standards: developing metacompetencies is a requirement of the Federal State Educational Standard and international educational models.

Interactive technologies integrated into the foreign language learning process should be considered a key pedagogical resource for developing students' reflective competence. The use of such technologies creates conditions in which students gain the opportunity to become aware of their own thinking, analyze emerging difficulties, and thereby gradually overcome language barriers. Mastering a reflective stance is a significant personal quality, allowing students to more effectively manage the learning process.

To achieve this, teachers must design a learning environment that encourages students to engage in regular self-reflection. Interactive platforms, digital feedback tools, and online communication formats create favorable conditions for developing self-observation skills and evaluating the results of one's activities. However, developing reflective readiness does not occur naturally and requires targeted pedagogical support. Therefore, it is important to organize both individual and group work: discussions, debates, and training sessions aimed at encouraging students to understand their own language learning strategies.

Introducing a portfolio into the learning process can be an effective tool for developing reflective skills. This portfolio includes self-analysis materials, records personal achievements, and tracks language progress while working with interactive technologies. This approach fosters responsibility for one's own learning, increases motivation, and ensures the systematic development of reflective competence.

Developing students' reflective competence through the use of interactive technologies in Russian language classes requires creating an educational environment in the university environment where reflective activity becomes an integral part of the learning process. This requires systematically organizing conditions that encourage students to reflect on their own cognitive processes, analyze methods for solving learning problems, and adjust their language learning strategies. However, developing a high-quality language culture through reflection is not limited to the use of interactive technologies as technical tools. More in-depth work is needed, including modeling educational situations that closely approximate the real communicative conditions of the target language country. Such immersion connects students' reflective skills with their future professional roles and fosters the ability to use language consciously, in accordance with the objectives of intercultural interaction and professional communication.

Modern technologies significantly expand the possibilities for developing reflective competence in Russian language classes. Prospects for further research include the development of new teaching models that address the needs of digitally native students, as well as long-term studies on the effectiveness of reflective innovative technologies. Digital tools, interactive formats, and communicative practices enable students to actively engage in self-reflection, develop a conscious attitude toward language learning, and achieve better results.

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