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Exploring the Development of Reflective Culture in Teachers and Future Teachers

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Abstract This paper focused on the issue of developing reflective culture in future teachers during their professional pedagogical training. The aim was to explore the level of reflectivity development among future teachers and provide recommendations for further enhancement. A semi-structured interview and a survey method were employed to collect the data. The results indicated that current teachers understand the necessity of developing reflexive culture, whereas future teachers do not fully grasp the importance of reflexivity. The study highlighted the importance of creating specialized methods and programs to foster a reflective culture among future teachers, enabling their successful transition into professional roles and ongoing development. The authors propose that actionable solutions, such as integrating reflection journals, mentorship programs, simulation exercises, targeted workshops, and structured feedback mechanisms, can foster reflective practices effectively. The development of a reflexive culture not only improves the quality of professional training but also contributes to the formation of an educational environment oriented toward innovation, collaboration, and continuous self-development.

Keywords: *Reflective culture, Self-reflection, Critical thinking, Future teachers, Current teachers*

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1. Introduction

Teachers' professional culture is a blend of knowledge, skills, values, and attitudes that shape their professional capacity and interactions with students, colleagues, parents, and community. It includes both instructional abilities and personal qualities, which together contribute to effective and successful teaching practice. Professional culture is a key factor in determining teachers' effectiveness, influencing students' development, and supporting their own professional growth. At a broader level, teaching culture is shaped by society, which defines the aims and content of socialization, upbringing, and education (Sadykova et al., 2021). It evolves in response to societal changes and the demands of modern education (Nurutdinova et al., 2020; Stigler & Hiebert, 2017). Furthermore, a

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teacher's professional culture encompasses moral conduct, a strong sense of social responsibility, and a commitment to continuous personal and professional development.

Pedagogical culture is an indicator of a teacher's professionalism in professional training programs. Professional knowledge is needed for teaching to increase teacher's abilities (Tatto, 2021). The professional culture and professionalism are essential components of intelligence (Kipenskiy et al., 2022). Among the various aspects of a teacher's professional culture, a reflective culture holds significant importance. Reflection in pedagogical activity is a process of mental (anticipatory or retrospective) analysis of any professional problem, which results in a personally colored comprehension of the essence of the problem and new perspectives for its solution. This definition summarizes the various approaches in defining the concept of teacher's reflective culture. As a result, one of the most important jobs in preserving and advancing teachers' methodological activity is to foster a reflective culture. A teacher grows as long as he asks himself these questions. His career advancement comes to an abrupt end the moment he starts to feel content with his accomplishments. Clearly, a reflective culture is necessary for the professional development of teachers.

A teachers' capacity for self-reflection, activity analysis, and comprehension of educational settings is a key component of his reflective culture and is crucial to his professional growth. It involves having the capacity to assess their job objectively and draw conclusions to raise the caliber of their endeavors. For educators, becoming more reflective about their work is a crucial step toward disclosing presumptions and improving decision-making. Hewko (2024), in her study, investigates the elements that impact educators' creation of instructional approaches that support cultural diversity. This reflective approach plays a key role in professional development, which is why reflective teaching (RT) is widely used by educators to enhance their skills (A'la et al., 2023).

Cultivating a reflective culture in future teachers, which involves their ability for self-examination, analysis of their actions, and understanding of teaching environments, is essential for their professional growth. In order to creatively shift stereotypes of teaching practices and improve their pedagogical abilities in the classroom, future instructors should emphasize the need to develop a reflective culture. We contend that providing compelling justifications for instructional acts should be a key component of a reflective teaching approach. It was found that reflective teaching, particularly when combined with explicit pragmatic instruction, significantly improved Iranian EFL learners' pragmatic competence compared to non-reflective methods Future-focused conversation in reflective narratives helps student teachers establish their professional identities by enabling them to set expectations, anticipate what type of teachers they will be, and voice worries about their future in the classroom (Fathi et al., 2024). When there is disagreement and disarray between theorists and practitioners, reflective teaching shows itself to be a workable approach. It has been shown that teaching is a complex and situation-specific profession, necessitating greater attention to reflection (Soodmand Afshar & Moradifar, 2021).

Although considerable research studies have been done on the topic of teachers' reflective culture development, there is a lack of empirical evidence to support the efficacy of certain strategies for creating a reflective culture in teacher education. To evaluate the effect of reflection on teachers' professional growth, further empirical study is required. The majority of scientific studies focus on the theoretical aspects of reflection; nevertheless, there has not been enough research done on future teachers' degree of reflective culture growth or their teachers' perspectives on it. Thus, this study explores teachers' attitudes towards the development of a reflective culture in the teaching process and the level of development of reflexivity among future teachers. Two research questions guide our research:

1. What are teachers' perceptions of developing students' reflective culture?
2. To what extent are future teachers aware of reflective culture?

2. Theoretical Framework

2.1. Reflection Defined

The process of considering and evaluating one's own experiences, thoughts, and feelings is called reflection, and it helps one become more understanding and self-aware. The phrase is frequently used

in philosophy, teaching, and psychology. People can assess their deeds, feelings, and thoughts through reflection, drawing lessons from them and determining their future paths for development. Reflection is an essential part of the learning process in an educational setting. Reflective thinkers are able to absorb information more fully, sharpen their analytical abilities, and become more self-sufficient in their problem-solving. This exercise aids in determining one's assets and shortcomings as well as informing one's approach to learning. In psychology, introspection and personal development can be facilitated by reflection. Being conscious of one's feelings and actions promotes better interpersonal interactions and a greater awareness of oneself.

Kim (2019) sees reflection as a process, both individual and collaborative, involving experience and uncertainty. He thinks that it involves recognizing the key questions and essential aspects of an issue, reflecting on the knowledge that has proven meaningful, and engaging in dialogue both internally and with others. The insights derived from this process are then assessed in relation to alternative viewpoints, personal values, experiences, and beliefs, and the broader context in which the questions arise. Kim (2019) believes that one gains a fresh perspective through reflection, which serves as the foundation for behavior or attitude adjustments. Naturally, other questions come up, and the process keeps going.

When it comes to tying together educational theory and practice, fostering a teacher's professional and personal growth, and addressing educational issues in a variety of settings, reflection in the classroom is a crucial aspect of teaching. A present-day teacher faces a constant barrage of fresh difficulties from the outside world, making (self) reflection both an intellectual challenge and a necessity (Glowala et al,2023). The article discusses the value of reflection in teaching, the connection between theory and practice in education, professional and personal growth, and the resolution of educational issues in diverse settings. The authors consider that in today's educational environment, reflection serves as the cornerstone of a teacher's reflexivity and is a top priority in terms of career preparation. They also think that reflective thinking, communicative contact with educational entities, and the adaptability of educational processes should attract our attention. Enhancing professional development and improving student learning outcomes are two benefits of the multidimensional process of reflection in the classroom. Teachers participate in reflective discourse with peers and mentors to develop and deepen their understanding of teaching techniques. It is described as both an active, intentional practice and a collaborative communicative action (El Miedany, 2019).

Garrido (2023) emphasizes the importance of reflection in teaching, distinguishing between two types: reflection in action (immediate decision-making during teaching) and reflection on action (post-class analysis). This dual approach is crucial for teachers to adapt their methods effectively. It is obvious that students learning involve reflection, which is a crucial component. It enables students to consider their experiences, evaluate what they have learnt and achieved, and what they still need to improve. Self-evaluation and critical thinking skills are developed through reflection. Feedback and reflection are frequently utilized in education worldwide and are closely linked concepts. Both procedures are crucial to learning because they assist teachers and students in better understanding the subject matter and raise the standard of instruction. Al-Amri et al. (2024) note that higher education institutions in Oman collect student input in a variety of methods, but the relevance of the results might vary depending on a few key aspects. At Higher education institutions (HEIs), prompt student feedback raises the caliber of classes and boosts instructors' performances. However, HEIs must take into account how convenient and simple it is to provide feedback. Furthermore, their research on students' perception and preference of feedback methods shows that most students prefer online assessments for their classes. Additionally, they would rather finish the assessment outside of class so they can openly voice their opinions. HEIs gather student input on the administrative and academic services they offer using a variety of techniques. These techniques include social media platforms, meetups, and surveys.

2.2. Reflection and Critical Thinking

Reflection is the capacity to recognize and evaluate one's own thoughts, feelings, and behaviors. It is a crucial ability that helps us comprehend our motivations and actions, and make better decisions when we reflect on our actions. Critical thinking is the capacity for information analysis, logical

connection detection, argument evaluation, and sound conclusion drawing. It involves more than just taking in information passively; it also involves actively reflecting on and assessing it. By using critical thinking, we can recognize biases, examine opposing viewpoints, and come up with creative solutions rather than accepting things at face value.

Critical thinking and reflection go hand in hand. We can examine data and make more deliberate decisions when we reflect. In turn, critical thinking enables us to reflect more thoroughly on our feelings, ideas, and behaviors. It is crucial that we acquire these abilities for both our personal and professional life. They support our increased awareness, accountability, and effectiveness in completing a variety of duties and issues. Through the development of self-awareness and a deeper comprehension of learning events, reflection strengthens critical thinking. Encouraging students to make connections between new information and personal experiences promotes transformative learning. Critical reflection merges personal experiences with new knowledge, leading to a profound understanding of one's learning journey (Indrasiene et al., 2023). People must make correct and well-informed decisions in a variety of circumstances in the complicated world of today. The majority of the time, these choices are based on incomplete or inaccurate information. People must decide if the information is important enough to serve as the foundation for their judgments, even when it may be limited or distorted by society (Pishghadam, 2025).

The context for talking about the importance of critical and reflective thinking in modern education is provided by the introduction of the paper "Pedagogical Strategies for the Development of Critical and Reflective Thinking in Students". Some of the salient points are as follows: the authors draw attention to how education is changing in the twenty-first century and how standard teaching approaches might not be sufficient to educate pupils for the challenges of contemporary life; the authors cite a number of educational and learning theories that promote the growth of these abilities; the authors emphasize that cultivating critical and reflective thinking requires the use of effective instructional tools. They contend that introducing pupils to cutting-edge teaching techniques can greatly improve their capacity for critical thought, problem-solving, and decision-making (da Silva et al., 2024).

In their research on critical reflection in design thinking education, Park and Shin (2023) highlight the importance of speculative thinking in addressing complicated social challenges and producing new knowledge via creativity and investigation. The paradigm for teaching cultural responsiveness in mental health places a strong emphasis on reflective culture, emphasizing self-awareness and adaptability in cross-cultural encounters for mental health practitioners (Smith et al., 2022). Many publications related to reflexivity and reflection do not specifically discuss reflective culture. Some emphasize how reflective consciousness, which emphasizes self-awareness and moral thinking, influences preschoolers' development of a moral culture. Bekinovna et al. (2023)analyze how reflective consciousness develops and how it affects toddlers' moral cultures. The relationship between introspection, self-awareness, morality, and moral culture is examined in this article. It draws attention to the role that reflective consciousness plays in moral culture formation as well as human growth.

2.3. Reflective Teaching

Although different countries incorporate reflective culture into their educational processes, the specific study and use of this approach can vary based on the educational system and cultural norms. The most significant component of professional and pedagogical culture is reflective culture, which is defined as a systemic and dynamic formation of a personality marked by a particular degree of professional competence and self-awareness development, as well as a collection of socially and professionally conditioned methods of comprehending and reconsidering the subject matter of pedagogical activity. While reflection is a crucial tool for educators to critically assess themselves, pedagogical activity involves the teaching and learning processes. It ensures successful pedagogical interactions and ongoing improvement in teaching practices by boosting self-awareness, identifying strengths and limitations, and guiding professional development (Kairbayeva & Tleubai, 2024).

A teacher's personal accomplishments are regulated by reflective culture, which also serves as a catalyst for professional development and the enhancement of teaching abilities. The abilities of self-

actualization (self-organization, self-control, and self-education), self-inducement (self-criticism, self-stimulation, and self-coercion), and self-knowledge (self-observation, self-analysis, and critical self-assessment) are examples of reflective culture (Erdanova, 2024).

Here are a few instances of nations that actively study and apply reflective teaching techniques and reflective cultures. In both instruction and the evaluation of academic performance, reflection is actively applied. We can infer from an analysis of the Canadian curriculum's laws and the list of abilities that need to be developed that certain attributes—like being on time, being honest, and showing respect for other people's opinions, intellectual property, teachers, and other students—are given more weight than others. Future teachers' professional identities and their understanding and acceptance of the moral standards of their chosen field are positively impacted by this (Tihonova, 2020). Reflective ideas and practices are actively included in teacher education programs and educational standards in Australia. One of the most important components of learning and professional development is reflection. According to the University of Melbourne, these models guide students through the process of reflection or introduce the practice in a structured way to students who are less familiar. The list below is indicative, so you may want to explore others or use one that you are familiar with: Driscoll's model of reflection, Kolb's model of reflection, Johns' model of reflection, etc (Pennington, 2022).

Additionally, the Swiss educational system places a strong emphasis on reflective teaching strategies. Teachers are now taught at the university level with a greater emphasis on research than they were prior to the reform, which followed a significant change in Swiss teacher education in the 1990s. Additionally, the teacher education curriculum is more practice-focused while also being more intellectually oriented. From the beginning, Swiss student teachers are heavily involved in the clinical practical component. The connection between theory and practice is strengthened by the additional learning opportunities this method offers. Before the change, practical training primarily included reflection on instruction. However, in order to enhance student teachers' reflective competency, reflection has been deeply ingrained throughout the curriculum since the reform (Buschor & Kamm, 2015).

Reflective techniques are used in Dutch educational institutions to enhance the learning process and foster a critical learning mindset. van Rijt et al. (2019) demonstrated that teacher beliefs significantly influence how instruction is carried out in the classroom, particularly when it comes to teaching grammar, a subject on which teachers feel extremely strong. Conventional grammar instruction is sometimes criticized for emphasizing lower-order thinking and rules of thumb rather than discoveries from contemporary linguistics. This conversation is crucial to the national curriculum development process in the Netherlands. van Rijt et al. (2019) investigated how current Dutch teachers see the application of contemporary language principles and reflective judgment in grammar instruction. Although reflective approaches are actively used in many nations' educational processes to enhance the quality of instruction and foster students' critical thinking abilities, the term "reflective culture" is most frequently associated with the scientific writings of CIS scientists.

According to Smetannikova (2022), reflective culture is the self-reflective aspect of self-educational culture in younger school children, which is essential to their growth and learning process. The study emphasizes the significance of fostering a self-educational culture in the context of general education. This culture is crucial for the overall development of younger schoolchildren, as it encourages independent learning and critical thinking. Reflective culture makes sure that teachers are thinking critically and considering many conceptual stances. Critical thinking and reflection work together to improve students' intellectual development. Younger pupils can examine and perceive material critically and objectively thanks to reflective techniques, which foster critical thinking and ultimately improve their consciousness, self-awareness, and internal knowledge processing (Lionenko & Huzar, 2023).

We may conclude that, generally speaking, the quality of pedagogical activity suffers from the absence of reflective culture, and its foundation—the teacher's orientation of consciousness toward the student—is lost. The reflective arc in a teacher's professional consciousness, which ought to guide each step of their work and cover the systemic relationship between the teacher and the student, is still

open. Reflection enhances the retrospective connections between an individual's self-awareness and their upbringing and history. Making reference to and "inviting" one's childhood self into one's inner dialogue facilitates a teacher-student relationship. One could refer to this type of practical direction for reflection as "solidifying" a person's inner mental experience.

3. Methodology

Two empirical research methods were employed to collect the data for this study. The first one was a semi-structured interview with teachers, and the second one was a survey administered to students to assess their level of reflective culture.

3.1. Participants

3.1.1. Teachers

Thirty-three university teachers (12 men and 21 women), aged between 25 and 60, participated in the interviews. Their teaching experience ranged from 2 to 35 years, and their academic majors included pedagogy, psychology, philology, and social sciences. They were questioned to explore their attitudes toward the development of students' reflective culture, as it was crucial to determine the state of reflective culture formation within the educational process. The teachers were selected based on the following criteria: consent to participate in the study and teaching undergraduate education majors. The number of participants can be considered limited, which potentially affects the representativeness of the sample and the reliability of the data obtained. However, according to Guest et al. (2016), 12–20 interviews are usually sufficient to achieve data saturation in qualitative studies, depending on the heterogeneity of the participants.

3.1.2. Students

Students of pedagogical specialties (future teachers) took part in the survey. The questionnaire included 13 questions and was distributed among 170 students, including 95 girls and 75 boys. The age of the participants varied from 19 to 23 years. The students studied in various undergraduate courses, which allowed us to get a more comprehensive idea of the level of formation of reflective culture at different stages of professional training.

3.2. Instruments

3.2.1. Interview

The interview comprised 16 questions focusing on teachers' experience in reflective practice (see Appendix A). This involved investigating teachers' understanding of reflection, the methods they apply for self-evaluation and enhancing their teaching, as well as the factors that impact the growth of their reflective abilities.

3.2.2. Survey

A questionnaire survey aimed at identifying the level of awareness of future teachers about reflective culture was used to collect data. The questionnaire included 13 questions (see Appendix B) covering various aspects: understanding the essence of reflective culture, the specifics of its formation and development, pedagogical conditions, the necessity of reflective culture in education, possession of reflective skills, use of reflective feedback, awareness and self-analysis, interest in self-knowledge communicative, and collaborative aspects. The survey was implemented in Google Forms format, which ensured ease of participation and simplified the process of collecting and processing data. To assess the internal consistency of the questionnaire questions, the Cronbach's alpha coefficient was calculated. The α value was 0.82, which indicates the high reliability of the instrument and the consistency of the questions included in the questionnaire. The validity of the questionnaire was confirmed using content analysis, during which the degree of correspondence of the questions to the goals and objectives of the study was checked. The analysis showed that all the questions in the questionnaire were directly related to the key aspects of the phenomenon under study — the reflective culture of future teachers. This approach ensured the substantive validity of the instrument and

confirmed its suitability for identifying the level of knowledge, skills, and ideas of students about reflective culture.

3.3. Procedure

3.3.1. Data Collection

Data for this study were collected through semi-structured interviews and a survey. The interview protocol consisted of 16 questions focused on teachers' experiences with reflective practice. The interviews were conducted individually in a face-to-face format and lasted approximately 30–40 minutes each. All interviews were carried out in the participants' native language to ensure clarity and accuracy of responses. With the consent of the participants, the interviews were audio-recorded and later transcribed verbatim for further analysis. The setting was arranged in a quiet and comfortable environment to minimize distractions and encourage open discussion.

The survey was administered online through Google Forms, which allowed for wide accessibility and ensured anonymity of responses. Prior to distribution, the questionnaire was piloted with a small group of students to refine clarity and reliability. The final version was shared via institutional email and learning management systems. Participants were given one week to complete the survey, and reminders were sent midway through the response period to increase participation.

The confounding variables were controlled through providing students with the same instructions and conducting the instrument at the beginning of the semester, which means that students were more relaxed and there was no chance to discuss the questions. The ethical clearance of the conducted methods could be stated through informed consent of participants, their voluntary participation, and confidentiality and anonymity of data. As for the limitations of this method, it is important to note that the study included only students from one university, which may limit the generalizability of the findings.

3.3.2. Data Analysis

All interviews were recorded with the consent of the participants, and the audio files were subsequently transcribed verbatim. The transcribed texts were analyzed using qualitative content analysis, which involved coding the data, identifying recurring semantic units, and categorizing them into broader themes and subthemes. This procedure made it possible to reveal dominant patterns, highlight teachers' shared experiences, and trace variations in their perceptions of reflective culture.

The survey data were downloaded from Google Forms in a table format and processed using Microsoft Excel software. Data analysis was carried out using descriptive statistics and visualization of results in tables and diagrams, which allowed for a clear presentation of the level of awareness of future teachers about culture, reflection, and reflective culture, their understanding of reflective skills, as well as attitudes towards the formation of reflective culture. Quantitative data were expressed in percentages, which provided an opportunity to identify general trends and differences in the respondents' perception of key concepts. Conclusions were drawn based on the interpretation of the distribution of answers, which allowed for comparing the level of knowledge, attitudes, and practical skills of students, as well as identifying problem areas that require further pedagogical work.

4. Results

4.1. Interview

The purpose of the study was to determine how teachers feel about developing students' reflective culture and to get insightful thoughts and viewpoints related to this. The interview consisted of 16 questions, which we divided into five groups of questions based on a common topic. Table 1 demonstrates the themes on teachers' perceptions of developing students' reflective culture.

Table 1

Themes on Teachers' Perceptions of Developing Students' Reflective Culture

	Questions	Themes emerging from responses
1	Definition of reflective culture & the role of reflection	- Reflection = self-awareness, self-knowledge, values clarification, critical self-evaluation. - Seen as essential for personal and academic growth.
2	Methods/strategies & challenges	- Effective tools: reflective essays, diaries, portfolios, group discussions, feedback, seminars. - Critical thinking training, debates, mentorship. - Challenges: lack of time, insufficient self-evaluation skills, digital distractions, weak institutional support.
3	Benefits & future prospects	- Benefits: critical thinking, better learning outcomes, self-awareness, time/resource management. - Challenges: lack of time, weak motivation, institutional neglect. - Future: integrate reflective practices into curricula, use digital tools (online journals, apps).
4	Encouraging self-reflection & assignments	- Tools: learning diaries, portfolios, reflective essays, SWOT analyses, benchmarking, group case studies. - Individual counseling to identify strengths/weaknesses (though limited by time).
5	Feedback & reflective teaching methods	Feedback: constructive, focused on strengths and areas for improvement. - Methods: SWOT analysis, "What? Why? How?" journaling, group reflections, oral/written feedback, counseling.

The first set of questions (Definition of reflective culture and the role of reflection): How do faculty members define the concept of "reflective culture" in the context of student life, and what is the role of reflection in the learning process and personal development of students? Every teacher who was interviewed shared their ideas about reflective culture. The following were the responses: "*Reflective culture occurs when students actively reflect on their learning, goals, and development. It is the capacity to evaluate one's own thoughts, behavior, and reactions in terms of self-criticism, which enables students to better understand themselves, their strengths and weaknesses, as well as to realize their values and goals." "Everyone believes that students need to be in a reflective culture. Reflection aids in the development of self-awareness and self-knowledge by assisting pupils in understanding their views, values, and areas of strength and weakness".*

The second set of questions (Methods/strategies and challenges): What methods or strategies can contribute to the development of reflective culture among students, as well as what challenges may arise in the development of reflective culture, especially in the context of modern education? One of the teachers stated that "*Every teacher feels that students' personal development is aided by the creation of a reflective culture in their lives. They believe that the following strategies can be successful: reflective essays, group discussions, portfolios, journaling, self-evaluation, mutual evaluation, teacher feedback, and the planning of frequent seminars and conversations where students can express their ideas and reflections and hear what others have to say."*

Another teacher believed that, *"In order for students to document their ideas, impressions, and lessons learnt from the experience, support for a student diary is also required." "Self-assessment and feedback procedures should be in place, according to the majority of teachers, so that students can routinely evaluate their development and pinpoint areas in which they need to improve. Promote the usage of portfolios so that students can keep track of their accomplishments and consider how they have grown both personally and professionally."*

According to six teachers, fostering critical thinking in students through instruction in information analysis, argument building, and viewpoint evaluation contributes to the growth of a reflective culture. Another recommendation is to have teachers lead structured conversations and debates on

pertinent subjects. They believe that this aids in students' capacity to express themselves, think critically, and hone their thinking abilities. Facilitating chances for sharing and mentorship so that students can get input from experienced peers and experts in their fields.

The third set of questions (Benefits and future prospects): What benefits for students can arise from a conscious and systematic approach to reflection? What prospects for the development of a reflective culture among students do teachers see for the future? According to several teachers, students may undergo transformations such as increased critical thinking, self-reflection, and comprehension of the course material. Others consider that better learning outcomes, the growth of critical thinking, and self-awareness are advantages of creating a reflective culture. Respondents believe that effective time management and resource conservation are necessary for creating a reflective culture. However, six teachers think that the reasons why reflective approaches are not being used are insufficient self-evaluation (some students may struggle with self-evaluation and self-criticism, which may hinder them from candidly reflecting on their experiences and mistakes) and lack of time (students sometimes confront restricted time due to a heavy study load, work, and other commitments). Here are some examples of answers. *When students reflect, they start to see the connections between theory and practice, and this makes learning more meaningful."* Others emphasized that reflective culture fosters better learning outcomes, the growth of critical thinking, and self-awareness. For instance, another teacher stated that *"Reflection teaches students not only to analyze texts but also to analyze themselves as learners."* Respondents highlighted practical advantages, believing that effective time management and resource conservation are essential for building a reflective culture. One teacher explained that *"Reflection helps students organize their time and resources more effectively, instead of working chaotically"*. The usage of smartphones and social media, in particular, was mentioned by respondents as a technological distraction that can divert students' attention and keep them from concentrating on reflective activities like reading, journaling, and conversation. Additionally, they observe a lack of encouragement and support from educational institutions. For example, a certain curriculum might not provide enough attention to the development of reflective abilities without offering enough practice and discussion opportunities or resources.

When asked what opportunities they envision for students to establish a reflective culture in the future, yet not all instructors were able to respond. Some of the responses were the use of contemporary technologies for reflection, such as online journals and the development of fresh, more efficient approaches tailored to the requirements of contemporary students; the incorporation of reflective practices into the educational process; and the use of digital technologies. By offering suitable educational materials and encouraging the practice of reflection within the curriculum, educators and universities can actively support the growth of a reflective culture among students.

The fourth set of questions (Encouraging self-reflection and assignments): How do teachers encourage regular self-reflection and stimulate students to share their opinions and thoughts in class to develop self-reflection skills? What kinds of assignments for analyzing mistakes and achievements are offered during class? How are students' independent thinking skills supported to analyze information independently, think critically, and develop their own opinions? In response to these questions, every teacher expressed that it might be a highly beneficial instrument for cultivating their reflective culture. Students who keep journals will be able to monitor their development and provide a starting point for conversations. Keeping learning diaries and portfolios to document reflections is a great strategy for most teachers to promote regular self-reflection and foster a reflective culture. As a very helpful tool for both professional and personal development, 70% of the respondents highly advise maintaining a diary or portfolio in which they can document their ideas, impressions, and comments regarding the learning process. The major responses to the question about kinds of assignments for analyzing mistakes and achievements offered during class are as follows.

"I usually ask students to keep a journal where they write about their successes and mistakes. Then we discuss why those mistakes happened and what lessons they can draw from them." "In my classes, I encourage group case study discussions. Students reflect together on what they did well, where they fell short, and which concepts were most important. This way, they learn not only from their own experience but also from each other. We also use achievement portfolios. Students can showcase their

progress, reflect on errors, and plan specific steps to improve." "I assign self-assessment tasks so that students can evaluate their own development. Many of them find it eye-opening to identify the areas they need to strengthen." "Writing reflective essays or short papers works well. Students analyze their achievements and shortcomings, suggest how they might improve, and this gives them ownership of their learning." "Sometimes I ask students to conduct a SWOT analysis of their own learning process—looking at strengths, weaknesses, opportunities, and threats. It helps them take a structured approach to reflection." "Benchmarking is another tool I use. I ask students to compare their current results with their past performance or with personal goals they set earlier. This motivates them to see growth over time."

This will enable them to evaluate their development and pinpoint both their strong points and regions in need of improvement. Nearly all teachers assert that they offer individual counseling to help students identify their areas of strength and weakness as well as to help them think through their objectives and strategies for achieving them. They also assist them in creating plans of action and strategies to reach their objectives, and they offer assistance and feedback while they carry them out. Due to time constraints, three educators said they occasionally hold individual counseling sessions.

The fifth set of questions (Feedback and reflective teaching methods): The majority of teachers provide students with constructive criticism on their work, emphasizing both their strengths and areas for development. Feedback plays a central role in reflective teaching. The majority of teachers reported that they provide students with constructive criticism on their work, emphasizing both their strengths and areas for development. As one teacher explained, *"I always try to balance my feedback—first I point out what the student did well, then I highlight where they can improve."* Another added, *"Feedback is not about judgment; it's about showing students how to learn from their mistakes."* Teachers emphasized that feedback helps students to better understand themselves, assess their accomplishments, and recognize errors.

Nine educators specifically mentioned that they highlight areas requiring further development and provide practical strategies for improvement. For example, one participant said, *"When I see gaps in their work, I don't just point them out—I also suggest how they can fill them."* Another noted, *"Students often need concrete advice, like which resources to use or how to reorganize their study routine."*

4.2. Survey

The first set of questions focused on future teachers' awareness of the terms culture, reflection, and reflective culture. The information is presented in Table 2.

Table 2
Future Teachers' Awareness of Culture, Reflection, and Reflective Culture

Terms	Yes	Relatively no	I don't know
Culture	87.9 %	6.1 %	6 %
Reflection	65.3 %	19.7 %	15 %
Reflective Culture	50 %	32.6%	17.4%

Table 2 indicates that most participants are familiar with the concept of culture (87.9%) and reflection (65%). However, only about half of the students understand the meaning of reflective culture. The responses regarding culture were fairly consistent (6.1% and 6%), while the answers about reflection showed more variation (19.7% responded "relatively no" and 15% said "don't know"). The table also highlights the differences in students' understanding of reflective culture, with 32.6% responding "relatively no" and 17.4% unsure.

Reflective skills were the topic of the next survey question. The data for this question is given in Figure 1.

Figure 1

Future Teachers' Awareness of Reflective Skills

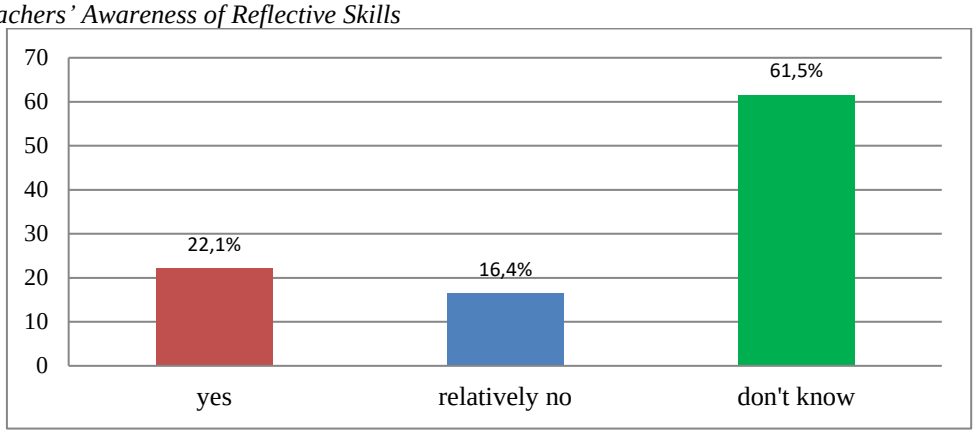
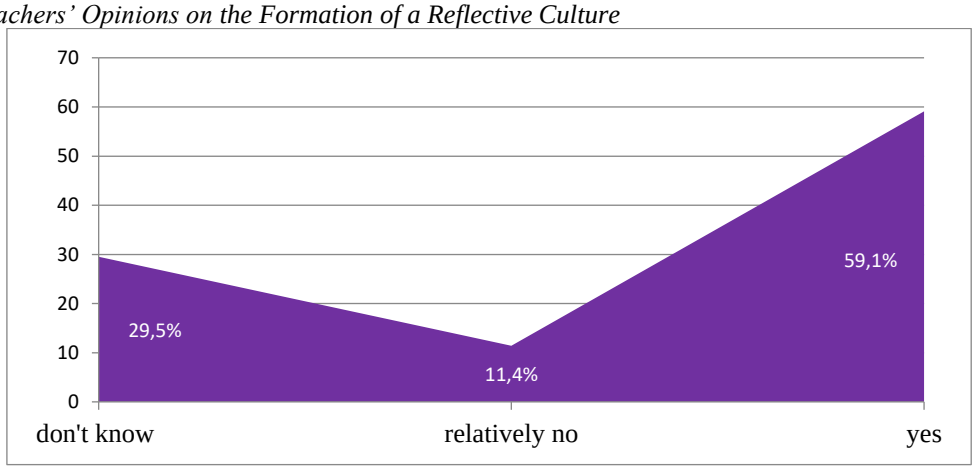


Figure 1 demonstrates that the majority of future teachers (61.5%) are unsure about the concept. This means that they do not understand that reflective skills are significant for their personal growth and professional development.

Figure 2 shows the information about future teachers' opinions regarding the formation of a reflective culture.

Figure 2

Future Teachers' Opinions on the Formation of a Reflective Culture



Most respondents believe that one should work on the formation of a reflective culture, while nearly half are unsure whether a reflective culture should be formed. Future teachers' awareness of reflective culture (Figure 1) refers to what teachers and students know or recognize about reflective culture. Figure 2, on the other hand, reflects their attitudes, judgments, and beliefs about reflective culture, but a significant percentage are unsure of their knowledge or do not know about it at all. This highlights the need for reflective culture activities to be developed.

The question "Are you interested in self-knowledge?" inquired about students' interest in self-knowledge. A significant majority of the respondents (90%) indicated that they are interested in self-knowledge. This suggests that most students are motivated to engage in self-directed learning and personal development, highlighting a strong desire to enhance their self-awareness and educational growth.

Students were also questioned about their ability to assess learning activities and the rationale behind their actions. The corresponding data are presented in Figure 3.

Figure 3

Ability to Evaluate Learning Activities (Left Side) and Logic of Actions (Right Side)

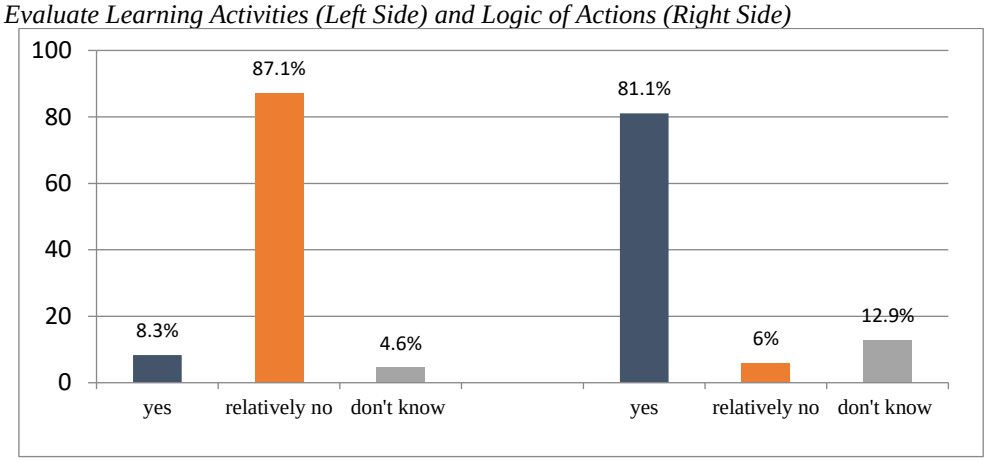


Figure 3 shows that the majority of future teachers are unable to evaluate their learning activities. However, they believe they have a clear understanding of how to assess the logic of their actions. A small proportion of future teachers are uncertain about how to evaluate the logic of their actions.

5. Discussion

This section discusses the findings related to two research objectives: teachers' perceptions of developing a reflective culture among students and the extent to which future teachers are aware of it. The analysis of the data makes it possible to compare teachers' perceptions with students' awareness, highlighting both similarities and differences in their understanding of the key aspects of reflective culture. The study revealed that teachers recognize the necessity of developing a reflective culture in their teaching practice. They are particularly aware of the role reflection plays in analyzing their own actions and outcomes. Through reflective practice, teachers identify their strengths and weaknesses, evaluate the effectiveness of their teaching strategies, and make adjustments to improve student performance. This indicates that reflective culture enables teachers not only to understand but also to critically evaluate the results of their work, leading to informed decisions that contribute to their professional growth. These findings are consistent with the study by A'laBassam et al. (2023), which demonstrated that reflective teachers are better equipped to address challenges by analyzing situations and conditions through the lens of reflective thinking. This alignment supports the argument that cultivating a reflective culture is an essential element in teachers' professional development.

Teachers can foster students' reflective culture through various strategies, such as reflective essays and journaling, group discussions and seminars, portfolios, self- and peer-evaluations, and structured feedback mechanisms. These practices encourage students to monitor their progress, recognize areas for improvement, and develop responsibility for their own learning. The effectiveness of these strategies is supported by previous studies. For example, Colley et al (2012) highlight the role of reflection in developing critical thinking and personalized learning strategies, while Rauteda (2024) emphasizes the value of reflective practices in promoting accountability and continuous self-improvement among learners.

In contrast to teachers, future teachers in this study did not fully grasp the importance of reflexivity. The data suggest that while students participate in learning activities, they often lack deeper awareness of how reflective practice contributes to their academic and personal development. However, reflection in the learning process enhances comprehension by enabling students to connect ideas, transfer knowledge to new situations, and cultivate self-reliance, accountability, and problem-solving skills.

As for future teachers, they are aware of reflexive culture or the benefits of reflexive culture as experienced teachers; however, the majority of future teachers are unsure about the concept. Future teachers are uncertain how to effectively incorporate reflection into their teaching practice or how to

systematically develop this skill. They do not understand that they should work on the formation of a reflective culture, and they lack knowledge about reflective culture in the context of professional development. Most students are motivated by self-directed learning and personal development, highlighting a strong desire to enhance their self-awareness and educational growth. However, the data indicate that they are unable to evaluate their learning activities. The findings of our research are in line with the fact that teachers can modify their identities and improve their agency during practicum experiences by developing critical emotional reflexivity through structured activities like reflective emotion diaries and critical problem analysis, according to certain research studies (Rajesh Kanna et al., 2024).

We believe that supporting the growth of internal activity and motivation for self-education and self-improvement in the professional domains should be the cornerstones of the training process for future teachers. The findings of this study are likely to help qualitatively change future teachers' abilities, mental flexibility, and creative approach to their work. The development of a reflexive culture of future teachers contributes to achieving a high degree of professionalism and a high level of job satisfaction, as well as an endless supply of vital energy over the course of their career (Dayal & Alpana, 2020; Hudson et al., 2023; Malicay, 2023).

We think that reflective pedagogy-related activities ought to be integrated into aspiring educators' curricula. As a result, cultivating a reflective attitude empowers teachers to evaluate their techniques critically, comprehend the varied requirements of their students, and modify their approaches to support inclusive and equitable learning environments. Reflective techniques may be included in teacher preparation programs to provide aspiring teachers with the tools they need to assess their own professional development, confront their prejudices, and build strong relationships with students from different backgrounds. In the end, this strategy encourages the creation of an educational system that is more sensitive and caring. Future teachers' reflective cultures are essential to their professional development because they enable them to evaluate pedagogical practices, comprehend their own experiences, and provide avenues for both professional and personal development. The cultivation of reflective abilities enhances interactions with students, their parents, and coworkers, in addition to raising the standard of instruction. Reflection becomes the instrument that aids educators in adapting, making wise judgments, and mastering creative ways in the setting of a constantly changing educational environment. The creation of a reflective culture in aspiring educators necessitates methodical effort in educational institutions that emphasizes critical thinking, self-analysis, and understanding professional behavior. Pishghadam and Naji Meidani (2012) emphasize context sensitivity and criticize the careless use of critical pedagogy. According to the findings, instructors recognize the value of reflection but encounter contextual obstacles (such as time constraints, institutional indifference, and digital diversions), which supports that claim.

Last but not least, the study was conducted over a short time frame, which may have hindered the ability to capture changes over time. Future research should extend over a longer duration engagement with future teachers to observe these dynamics. While this study emphasizes the importance of fostering a reflective culture among future teachers, subsequent research could focus on processes of developing a reflexive environment and enhancing the self-directed activities of prospective teachers.

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Appendix A

Interview Questions

1. How do you define the concept of "reflective culture" in the context of student life?
2. What is the role of reflection in the learning process and personal development of students?
3. What methods or strategies can contribute to the development of a reflective culture among students?

4. What challenges may arise in developing a reflective culture, especially in the context of modern education?
5. What benefits for students can arise from a conscious and systematic approach to reflection?
6. What prospects do you see for the development of a reflective culture among students in the future?
7. Do you encourage regular self-reflection: do you encourage students to keep a journal or portfolio where they can record their thoughts, impressions, and reflections on the learning process?
8. How do you organize discussions and debates to encourage students to share their opinions and thoughts in class to develop self-reflection skills?
9. What assignments for analyzing mistakes and successes do you offer during class?
10. Do you provide individual consultations to help students recognize their strengths and weaknesses, reflect on their goals, and find ways to achieve them?
11. What group discussions do you conduct, and how do you organize group discussions where students can share their thoughts, experiences, and conclusions, thus fostering reflection?
12. Do you provide students with feedback, helping them analyze their successes and mistakes, and asking questions that will help them better understand themselves and their learning process?
13. How do you support students' independent thinking, enabling them to independently analyze information, think critically, and develop their own opinions?
14. How do you help students develop self-assessment, feedback, and self-reflection skills so that they can more consciously evaluate their successes and failures?
15. Do you create an open and supportive learning environment where students feel comfortable sharing their thoughts, feelings, and experiences?
16. What reflective teaching methods and techniques do you use?

Appendix B

Survey Questions

Questions	**Yes**	**I Don't Know**	**Relatively No**
1. Are you familiar with the concept of culture?			
2. Are you familiar with the concept of reflection?			
3. Do you know what reflexive culture means?			
4. Do you think it is necessary to form a reflective culture in English classes?			
5. Do you think it is necessary to develop a reflexive culture in English classes?			
6. Does the teacher create conditions for the formation of a reflective culture?			
7. Do you have reflexive skills?			
8. Are you aware of the need to analyze your actions while solving various tasks during classes?			
9. Are you interested in self-knowledge?			
10. Are you able to evaluate your learning activities?			
11. Can you evaluate the logic of your actions?			
12. Are you able to express your point of view in a foreign language?			
13. Are different forms of group work used in class?			