

EDUCATIONAL SPACE AS A FACTOR IN THE DEVELOPMENT OF REFLECTIVE COMPETENCE OF FUTURE SOCIO-HUMANITARIAN PROFESSIONALS

ОСВІТНІЙ ПРОСТІР ЯК ЧИННИК РОЗВИТКУ РЕФЛЕКСИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ СОЦІОГУМАНІТАРНОГО ПРОФІЛЮ

The article demonstrates that a key objective of modern higher education is to foster future professionals' capacity for reflexive analysis and comprehension of their actions, behaviors, qualities, and aspirations for personal and professional self-improvement. The development of students' reflexive abilities and competencies does not occur automatically but requires deliberate cultivation through the creation of a reflexively enriched educational environment. The defining feature of such an environment is the presence of parity-based equality, educational cooperation, and a reflexive type of interaction between teachers and students, which creates optimal conditions for the internal liberation of the individual, their self-realization, achievement of social maturity, and ability to make informed and responsible decisions.

Reflexive competence is considered an integral personality trait, expressed in the ability to consciously analyze, evaluate, and regulate one's cognitive, emotional, and behavioral activities, and to adopt an active exploratory stance toward one's actions and oneself as their subject. Four conditions-stages for forming reflexive competence are identified: 1) developing the need for reflection, 2) gaining experience in students' own reflexive activities, 3) achieving a reflexive stance and the ability to adopt a reflexive position in personal decision-making, and 4) employing reflexive practices with a value-based approach to the environment.

The article proposes key methodological and instrumental tools that effectively trigger the reflexive mechanism in students' educational activities: completing academic tasks that involve reflection and are aimed at self-analysis of learning actions; using reflexive control methods (e.g., reflexive self-reports, checklists, portfolios); psychologically safe reflexive assessment; students' tracking of their learning progress (self-development) after each educational unit (lecture, practical session, training, or study of a discipline as a whole); and conducting specialized classes to develop reflection skills.

Empirical data obtained using methodologies by Karpov-Ponomaryova, V.D. Shadrnikov, and S.S. Kurginyan confirmed an increase in the level of reflexivity among master's students in a reflexive educational environment, particularly in aspects such as internal motivation, informational reconstruction of professional activities, and conscious analysis of challenges in decision-making and execution.

Key words: reflection, reflexive abilities, educational space, values, youth, professional activity, self-determination, reflexive competence, reflexive practices, deed, innovative teaching technologies, decision-making process.

У статті показано, що важливим орієнтиром сучасної вищої освіти є формування в майбут-

нього фахівця здатності до рефлексивного аналізу і осмислення своїх дій, вчинків, якостей, прагнення до особистісного та професійного самовдосконалення. Розвиток рефлексивних здібностей і компетентностей студентів не відбувається автоматично, а потребує цілеспрямованого культивування через створення в освітньому просторі рефлексивно збагаченого середовища. Ключовими особливостями зазначеного середовища є наявність паритетної рівності, освітнє співробітництво та співпраця, рефлексивний тип взаємодії викладача і студента, котрі створюють максимально сприятливі можливості для внутрішнього звільнення особистості, її само-реалізації, досягнення соціальної зрілості та вміння обґрунтовано і відповідально приймати рішення.

Розглянуто рефлексивну компетентність як інтегральну якість особистості, що виражається у здатності свідомо аналізувати, оцінювати та регулювати власну пізнавальну, емоційну та поведінкову діяльність, виходити в активну дослідницьку позицію стосовно своєї діяльності і себе як її суб'єкта. Виділено чотири умови-етапи формування рефлексивної компетентності: 1) формування потреби у рефлексуванні; 2) досвід власної рефлексивної діяльності студента; 3) рефлексивний вихід і здатність займати рефлексивну позицію в процесі ухвалення персональних рішень; 4) використання рефлексивних практик ціннісного ставлення до навколишнього середовища.

Запропоновано основні методико-інструментальні засоби, котрі найбільш ефективно допомагають «запустити» рефлексивний механізм освітньої діяльності студентів, як-от: виконання навчальних завдань, які передбачають рефлексію і спрямовані на самоаналіз навчальних дій; використання рефлексивних методів контролю (рефлексивні самозвіти, листки контролю, портфоліо тощо); психологічно безпечне рефлексивне оцінювання; фіксування студентами свого навчального просування (саморозвитку) після кожної навчальної одиниці (лекція, практичне заняття, тренінг, вивчення предметної дисципліни загалом); проведення спеціальних занять із розвитку навичок рефлексії.

Емпіричні дані, отримані за методиками Карпова-Пономарьової, В.Д. Шадрікова, С.С. Курґіняна, підтвердили зростання рівня рефлексивності студентів-магістрів в умовах рефлексивного освітнього середовища, зокрема в аспектах внутрішньої мотивації, інформаційної реконструкції професійної діяльності, усвідомленого аналізу труднощів ухвалення і виконання рішень.

Ключові слова: рефлексія, рефлексивні здібності, освітній простір, цінності, юнацький вік, професійна діяльність, самовизначення, рефлексивна компетентність, рефлексивні практики, вчинок, інноваційні технології навчання, процес ухвалення рішень.

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Problem Statement. In the context of war, Ukrainian society acutely feels the need for training professionals capable of critical thinking, analysis, and making informed decisions while being effective and creative in their work. To achieve these goals, future professionals must possess not only qualifications but also autopsychological competence, high spiritual-moral potential, professional motivation, and maturity grounded in professional self-awareness and reflection. Simultaneously, for future professionals studying in higher education institutions and acquiring professional knowledge and skills, it is crucial to develop a system of professional values, understand their professional purpose, and recognize their self-image within the profession. This is possible only with a high level of development of reflexive abilities. Today, the ability to reflect is considered a general skill essential for higher education students [14; 15]. However, reflexive ability does not emerge spontaneously or develop independently; it requires deliberate cultivation within a specially designed socio-cultural environment in higher education institutions.

Analysis of Recent Research and Publications.

In recent years, the topic of reflection in Ukrainian psychological science has gained new understanding and development. Reflection is understood as a fundamental mental mechanism for self-analysis, comprehension, and critical evaluation of one's processes (O.O. Andriushchenko, M.I. Naidionov, L.A. Naidionova, N.F. Shevchenko, et al.), as an instrumental means of organizing educational activities (M.Yu. Varban, I.O. Kotyk, I.L. Ponomarenko, N.M. Penkovska, T.M. Yablonska, et al.), and as a unique psychological mechanism for self-directed, authentic existence (V.V. Zhelanova, Ye.V. Zaika, O.I. Zimovin, N.I. Pov'iake, A.V. Furman, et al.). The traditional knowledge-oriented focus of the educational process is shifting toward reflexive comprehension, value-based norming, and individual meaning-making of acquired knowledge (A.N. Hirniak, Z.S. Karpenko, A.A. Furman, A.V. Furman). Contemporary psychological literature emphasizes not only increasing students' educational level and independence but also developing their reflexive abilities [10; 12; 17]. Harvard University professor M. Lipman introduced the concept of a reflexive paradigm in education, which shifts the focus from informational to meaning-seeking learning. This entails a fundamental change in approaches to the learning process, recognizing that knowledge is fully realized only when reflexive mechanisms of personality development are engaged. Thus, the primary goal of reflexive education is to develop skills in thoughtful reasoning and behavior rather than merely accumulating knowledge (information).

Modern research clearly demonstrates that the ability for constructive reflection and the development of corresponding competence are most effectively fostered during the student years, when the foundations of personal and professional qualities are laid (M.Yu. Varban, M.V. Romanova, M.M. Marusynets, O.A. Sorokina, Yu.H. Shaposhnikova). However,

their development requires the creation of a special *reflexive environment*. In a broad (social) context, a reflexive environment is a psychological concept that encompasses the entire set of factors influencing the occurrence of reflexive acts. An *educational reflexive environment* is regarded as a specific system of conditions for personality development, enabling self-exploration and, consequently, self-correction and self-development of psychological and socio-professional resources [4]. The key condition is the creation of favorable circumstances for the emergence of a need for reflection in the individual.

Despite the significant number of studies dedicated to the issue of reflexivity in education, the question of reflexive competence of the individual, which ensures timely correction and adequate development of all other types of competencies of future professionals through the mechanism of reflection, remains insufficiently explored. There is also a notable lack of applied developments for implementing reflexive methods and teaching technologies in the practice of the educational process in higher education institutions. Therefore, the aim of this article is to analyze the reflexive educational environment as a resource for enhancing the quality of professional psychological education for future specialists, to identify the conditions for forming students' reflexive competence, and to select methodological-instrumental tools for developing students' reflexive-value capabilities in higher education institutions, particularly the ability to make reflexive decisions in complex problematic situations.

Presentation of the Main Material. The key task of modern Ukrainian education is to prepare professionals who possess a developed and highly moral intellect, free from dogmas and stereotypes, capable of envisioning prospects and implementing a value-based transformation of societal life. The emergence of such a generation cannot be spontaneous. Paradoxically, it is the war that has intensified the social preconditions for forming a new style of societal consciousness, recognizing the need to reduce, and ultimately eliminate, the pressure of rigid technocratic thinking systems that lead to the spiritual impoverishment of society and the loss of social responsibility. Particular hopes for the spiritual revival of the Ukrainian people in societal consciousness are placed on education as a social institution. Education and culture serve as the environment that creates and nurtures the ground for personality formation, fostering the idea of societal humanization and the effective realization of European values, with the primary value being the intrinsic worth of the human individual and their unique individuality [6].

However, for the educational space of higher education institutions to maximally contribute to the process of social maturity, personal growth, and professional identity of future specialists, it is necessary to create a special, reflexively oriented, cultural-educational environment. Ukrainian researcher V.V. Zhelanova, analyzing the prospects of implementing a reflexive paradigm in reforming Ukrainian higher

education, identifies the criteria for such education, including fostering critical thinking, reflexive competence, openness, tolerance, respect, and empathy in all forms of educational communication, as well as flexibility and creative problem-solving, achieved through the active involvement of young people in specially organized reflexive activities [3].

In recent years, the question of the appropriateness of applying reflexive educational technologies in the learning process, which imbue the educational process with conscious meaning-making self-centering of participants, has been increasingly raised [13]. Two main blocks of reflexive technologies oriented toward students' meaning-making are distinguished: *intrapersonal* (individualized, as direct self-understanding) and *interpersonal* (socialized, as self-understanding mediated through understanding others and relating them to the values of one's own life world). Increasingly, there is an emphasis on the need to combine technologies of research-based, project-based, and reflexive learning, as well as technologies for developing critical thinking in the educational process [2]. The Russian-Ukrainian war has further intensified this issue, highlighting the importance and necessity of developing students' competencies in the areas of searching, understanding, analyzing, and interpreting information, as well as the ability to adopt a reflexive stance in making complex decisions and defining themselves as agents of their own life activities. Unfortunately, the predominance of traditional subject-object interactions between teachers and students in the educational process of higher education institutions cannot effectively address these needs. Consequently, certain changes in the organization of the educational process are required to enrich students' subjective experience through the assimilation of reflexive techniques for searching and processing information, conducting reflexive-evaluative analysis of their own activities, fostering a conscious and active attitude toward their knowledge, skills, and norms of professional activity, and acquiring general educational and professional competencies.

The period of youth is particularly conducive to mastering the tools of reflexive analysis and managing one's own mental activity, while the stage of professional training represents a sensitive period for the development of students' reflexive abilities and competencies [5; 7]. However, the development of reflexive abilities and competencies does not occur automatically; it requires deliberate cultivation through the creation of a *reflexively enriched environment* within the educational space. According to L.A. Nosko, such an environment serves as a means of socio-professional development and formation of future specialists and, at the same time, an important resource for improving the quality of educational services [4, p. 378].

The distinctive feature, and thus the complexity, of a reflexive educational environment lies in the fact that its creation is shaped not only by external conditions but primarily through the operation of reflexive mechanisms of self-regulation in the cognitive and

value-meaning activities of learners. Establishing relationships of co-creation and adhering to principles of psychological equality in positions not only stimulates the development of creative abilities, self-expression, and self-realization but also fosters the development of a productive personal stance toward oneself, enhancing the capacity for reflexive disengagement and problem-solving in challenging situations [9, p. 152]. This, in turn, addresses the issue highlighted by John Dewey, who noted that the greatest mistake in education is attempting to force successors to study conclusions, whereas they should be taught to explore problems using scientific methods, demonstrating the process of activity itself and involving students in it. Studying the final products of scientists' discoveries without examining the process itself does not enable students to learn to think independently, draw conclusions, or transform acquired knowledge into personal achievements and value narratives.

At the same time, it is worth noting that our experience and that of colleagues show that not all students, even under the most favorable conditions, are capable of effective self-analysis, self-control, and self-motivation. This requires a certain (sufficient) level of reflexive literacy and competence, i.e., the ability to adopt an active exploratory stance toward one's activities and oneself as their subject for the purpose of critical analysis, comprehension, evaluation of effectiveness, and forecasting further development. In our view, the formation of this competence involves: first, fostering a need for reflection; second, gaining experience in students' own reflexive activities; third, developing the ability for reflexive disengagement and adopting a reflexive stance in decision-making; and finally, engaging in reflexive practices with a value-based approach to the environment. It should be noted immediately that reflexive competence is highly individual, as it involves accessing the personal meanings of each learner, which develop internally through the analysis and projection of the situation the individual experiences and reflexively transforms.

Our previous studies [1, p. 39–54] have shown that there are certain patterns in the development of students' reflexive abilities, related both to age-specific developmental characteristics and to the conditions of learning in higher education institutions. For instance, as students age, there is a slight increase in the overall level of reflexivity, but only half of the students reach average levels of development. These students are characterized by sporadic and irregular reflection. They systematically engage in self-exploration, but deep and objective self-knowledge is often hindered by the opinions of authoritative figures, friends, or other circumstances. Students at this level of development have a realistic or near-realistic self-assessment, recognize the need for self-improvement, but do not always act on this need. A study of personal reflexivity using the methodology of A.V. Karpov and V.V. Ponomaryova among psychology students at Western Ukrainian National University showed that

12% of psychology students (mainly those in their third to fifth years of study) demonstrate a high ability to analyze their own activities and the actions of others, as well as a desire for deeper self-knowledge. Only 5.9% of third-year students and 6.7% of fourth- and fifth-year students exhibit a very high level of reflexivity, not only recognizing the need for self-development but also systematically working on developing their personal and professional qualities.

This indicates the need to create an educational environment that maximally stimulates the development of reflexive abilities in future professionals. This becomes possible by transitioning from traditional forms of teaching individual disciplines and courses to innovative teaching methods, actively using and implementing reflexive technologies, interactive forms of educational interaction, dialogic teaching methods, and project-research activities.

To create such an environment in the educational process for master's students, we employed forms of *reflexively oriented lectures*, such as discussion-based lectures, dialogue lectures, and polylogue lectures. A significant advantage of these formats was the active involvement of all participants in the educational process in discussing important professional issues, exploring various alternative solutions to posed problems, and having the freedom to choose the most acceptable position, which fostered the development of skills in analyzing and evaluating personal strategies and actions.

Reflexive reports, completed by students, played a crucial role in stimulating their analytical activities, encouraging the search for new, unconventional solutions, fostering readiness for creative activity, and promoting a positive attitude toward temporary setbacks. Keeping such reports honed students' ability to use reflection as a tool for their own cognitive-search activities, helped them identify problems and challenges in educational activities, deepened their capacity for self-analysis, fostered a critical attitude toward themselves, and developed readiness to search for, regulate, and correct their activities.

A necessary condition for a psychologically safe reflexive-educational environment is *reflexive assessment*. This promotes the psychological well-being of both teachers and students, supports their mental health, and encourages a drive toward self-actualization and personal growth for all participants in the educational process.

An important condition of a reflexively enriched educational environment that fosters students' ability to make reflexive decisions is the presence of *challenging situations*, which often arise when solving diverse theoretical tasks, conducting reflexive workshops, or assimilating new information comprising elements of a scientific knowledge system. Overcoming these challenging situations results in the generation of new knowledge (e.g., algorithms, methods of action), which finds application in further educational-cognitive activities. Consequently, during practical sessions for master's students, discussion platforms

were organized where students had the opportunity to defend their projects and portfolios and analyze the results of their professional development.

One distinctive method used in organizing the educational process for master's students was the *reflepraktikum*. Its main stages include preparation, comprehension, reassessment, and action. The essence of this method lies in "experiencing" various professional situations in the roles of fairy-tale (mythological) characters, introducing these characters into typical problematic situations, and analyzing them from the perspectives of multiple subjects simultaneously. As a result of participating in the *reflepraktikum*, students developed the ability to view the proposed problem holistically and in its various connections with the surrounding world, cultivated a desire to find new meaning in familiar everyday objects and phenomena, discussed and reflected on the foundations of their own actions, and discovered new, unconventional models for solving proposed professional problematic situations. The outcome was the formation of students' internal readiness for conscious and independent planning, implementation, and adjustment of their professional and personal development prospects, as well as the development of skills in reflexive decision-making [9, p. 150].

Follow-up assessments of the characteristics of students' reflexive activities showed significant improvements in the level of reflexivity among master's students. Specifically, *motivational readiness* to develop reflexive skills underwent not only quantitative but also qualitative changes. Results from the methodology of K. Zamfir, modified by A.O. Rean, "Motivation of Professional Activity," demonstrated an increase in internal motivation (IM) due to a decrease in external positive motivation (EPM), which was characteristic of a significant portion (48.7% of surveyed first-year master's students), and external negative motivation (ENM). The motivational complex also shifted: from a satisfactory level, corresponding to the formula $EPM > IM > ENM$, to a sufficient level with the motivational complex ratios of $IM > EPM > ENM$ and $IM = EPM > ENM$.

Changes in the second component of reflexive competence (personal experience of reflection) are evidenced by the results of the "Activity Reflection" methodology by V.D. Shadrnikov and S.S. Kurginyan, presented in the table 1.

The obtained results indicate that the smallest increase occurs in the type of reflexive ability related to the reflection of decision-making and activity execution. This can be explained by the fact that the decision-making process objectively involves the activation of reflexive processes and largely consists of them. Comparative analysis of scientific research on this topic [8; 11; 16] shows that the connections between reflection and the decision-making process are specific and significantly deeper than with any other psychological processes. These two processes are largely opposite and even antagonistic in their functional orientation. However, they are closely

Table 1

Dynamics of Changes in Reflexive Abilities of Master's Students in the "Psychology" Program at WUNU

Scale of the Methodology	Types of Reflexive Abilities	Indicator at the Beginning of Studies	Indicator at the End of the First Year
IBA	Reflection of the Information Basis of Activity	13.2	17.2
VG-SA	Reflection of Motivation and Goal- Setting in Activity	21.5	27.4
D-MAE	Reflection of Decision-Making and Activity Execution	30.4	33.5
QIAR	Overall Indicator of Activity Reflection	65.1	78.1

related and similar in their psychological essence, thus complementing and presupposing each other. Specifically, reflection (in its modalities as a process, state, and property) is particularly necessary in situations involving choice, uncertainty, and the need to overcome them. In so-called "points of discontinuity in the behavioral continuum," reflexive processes and mechanisms, particularly the reflexive pause, are critically important. At the same time, the decision-making processes themselves involve the activation of reflexive processes that they encompass. In classical models describing the decision-making process, the phase of informational preparation for decisions is largely equivalent to internal scanning-search, i.e., essentially the process of reflection.

The results of the conducted study demonstrate that the effectiveness of reflection development depends on the conditions of reflexive activity among participants in the educational process. To effectively stimulate its development, it is necessary to create a specially designed reflexively enriched educational activity space and apply the skills of students' reflexive activity, particularly the skills of analyzing and evaluating their own strategies and actions, reflexive observation and interpretation of their own internal experience and that of others, and reflexive projection of educational tasks into the format of solving professional tasks of their future profession. The combination of these properties forms the *reflexive competence* of future psychologists, i.e., the ability to effectively solve tasks by efficiently utilizing their own reflexive actions and processes and making informed, well-grounded decisions.

Conclusions and Prospects for Further Research. A value-based guideline of modern higher education is the formation of reflexive abilities and competencies in future specialists, enabling them to adopt a reflexive stance and make informed, well-grounded decisions. The ability for constructive reflection develops most effectively during youth, when the foundations of personal and professional qualities are laid.

Creating a reflexive educational environment requires a transition to innovative teaching methods, active use and implementation of reflexive technologies, interactive forms of organizing educational interaction, dialogic teaching methods, and project-research activities. The goal and outcome of its creation is the

development of students' reflexive competence – the ability to adopt an active research stance toward their activities and themselves as their subjects.

Analysis of the empirical results of the study showed a significant increase in the level of reflexivity among master's students after the implementation of a reflexively enriched educational environment, particularly in the aspects of motivation, self-knowledge, and decision-making.

Prospects for further research in this direction include studying the reflexive mechanisms of the personal decision-making process and developing technologies to foster the ability (activity) of individuals to adopt a reflexive stance toward themselves and other participants in the educational process.

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