

TECHNOLOGY FOR THE DEVELOPMENT OF PEDAGOGICAL REFLECTION

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ABSTRACT

The article discusses reflection as a necessary and critical component of pedagogical activity. Pedagogical reflection is connected with the features of pedagogical activity with own teaching experience and directed own activities and the activities of colleagues and also student activity.

Keywords: Pedagogical reflection, reflective environment, technology development reflection, professional development of teacher.

INTRODUCTION

The ability of a teacher to carry out activities on a reflective basis becomes one of the criteria for his\her success and effectiveness in the new conditions. Today, the teacher is faced with problems that are not unambiguous in their nature and in the ways how to solve them. In this regard, the most productive way out of this situation is the teacher's reflexive rethinking of his professional experience.

The development of reflective abilities allows a modern teacher to achieve an appropriate level of professional self-esteem, adequately analyze and predict the results of his\her own pedagogical activity, find his own individual style, and demonstrate examples of high self-organization. In the context of a constant choice of teaching technologies, it is important for the teacher to be able to independently create their modifications. At the same time, in order to achieve an effective impact on students, he must determine the degree of conformity of the planned and achieved result. This is possible if the teacher has mastered the appropriate ways and means of reflection in relation to his activities.

At the same time, it should be noted that daily practice provides the teacher with limited opportunities for in-depth introspection. The pedagogical activity of a modern teacher is characterized by a high degree of dynamism and efficiency. On the one hand, the swiftness with which learning situations change, on the other hand, their repeatability, routine, lead to the fact that the teacher does not always make decisions that are appropriate to the learning moment, demonstrating automated patterns of behavior.

Point of discussion

The analysis of works on the problem of reflection in the pedagogical environment shows a rather high interest in this problem at the scientific and scientific-methodological levels.

At the same time, issues related to the technologies for the development of pedagogical reflection and conditions ensuring the effective use of these technologies in the professional formation and development of teachers still remain out of sight.

In philosophy, reflection is usually associated with the individual's thinking about himself, self-observation, analysis of his own actions, thoughts, emotions, turning his mind to himself,

thinking about his inner state. In the traditions of general psychology, it is customary to understand reflection as the process of self-knowledge by the subject of internal mental acts and conditions, as well as the ability of human thinking aimed at understanding the world and himself. It should be noted that in the studies of scientists, reflection is presented both as a component of theoretical thinking, and as a unit of mental action, and as an element of a heuristic decision, and as a characteristic of the level of the thought process.

From the point of view of social psychology, reflection is considered as a property of the psyche to direct a person's consciousness to the inner world, realizing and reflecting their own states, experiences, relationships, managing personal values. Social psychologists indicate that reflection allows the individual to find new reasons for their restructuring and change. Also, in addition to self-knowledge, in their opinion, reflection includes processes of understanding and evaluating other people. With its help, the correlation of one's consciousness, values and opinion with the same categories of other individuals, groups, society and, finally, universal human is carried out. In everyday life, social reflection allows a person to experience an event or phenomenon, to let him through his "inner world" [1].

The problem of teacher reflection as a result of the formation of theoretical and practical thinking, cognitive experience, the result of which is the development of the teacher's relationship to himself and to students, to social and pedagogical reality, has been studied by a number of scientists. In particular, Y. N. Kulyutkin described the psychological structure of teacher's activity from the perspective of the reflexive approach [2].

The need for reflection in professional pedagogical activity and the specificity of the teacher's reflexive activity predetermined the selection in modern science of a special type of reflection - pedagogical reflection.

By definition of A. A. Bizyaeva, pedagogical reflection is a process of mental analysis of a professional problem. As a result of this analysis, a personally colored understanding of the essence of the problem and new prospects for its solution arise [3, p. 62].

I.V. Mushtavinskaya called the key characteristics of pedagogical reflection in relation to her own activity the recognition of his own pedagogical experience, the development of success criteria for her own pedagogical activity; analysis of changes occurring in modern education [4, p. 26].

Recently, studies related to the consideration of reflection in the context of the professional competence of a teacher have been updated. Overcoming difficulties that objectively arise in a teacher's professional activity (which is a condition of reflection) is possible only when it is discovered and realized. A constant reflective analysis of their theoretical base from the standpoint of daily pedagogical practice allows the teacher to become competent in his professional business. In other words, the reflective component of the teacher's professional competence is manifested in the ability to consciously control the results of one's activities and the levels of personal achievements and personal development; in the formation of such qualities and properties as initiative, creativity, co-creation, focus on cooperation, the ability to introspection.

The reflexive component of professional competence is the regulator of the search for personal meanings in interaction with people, self-organization, as well as the impetus for professional growth and improvement of mastery.

As mentioned earlier, the role of reflection is significant in the teacher's understanding of his professional experience. The integration of the teacher's theoretical knowledge and his practical experience on a reflective basis gives rise to a qualitatively new professional education, which is filled with personal meaning. At the same time, the leading ideas take on the function that regulates the activity of the teacher. Thus, reflective comprehension contributes to the "ripening" of leading ideas to the level of their internal acceptance (internalization). As a result, the teacher's sensitivity to the problems of professional reality increases, the potential of his\her practical thinking is enriched by author's strategies. And this allows him\her, revealing in a specific phenomenon his\her general pedagogical essence, to make the most optimal decisions.

A culture of reflective analysis of professional experience contributes to the personal and professional maturity of the teacher. From the point of view of acme ology, reflection as a personal property is a powerful catalyst for the personal and professional growth of a teacher.

In world practice, you can find examples of the formation of reflective experience based on a wide variety of operating mechanisms. Among them, E. V. Piskunova names models that, in terms of their semantic parameters, can act as technologies of reflexive interaction: "Challenge - Comprehension - Reflection" (J. Steel, C. Temple), "We Know, We Want to Know, We Know" (D. Ogl), "Mutual Learning" (E. Brown), "Active Reading - Thinking Under the Teacher's direction" (R. Staffer) [5]. Each of these models has its own distinctive features and can be used in the development of professional mastery of a teacher.

Technological issues in the development of pedagogical reflection in future teachers were considered in a study by A. A. Bizyaeva. The conceptual basis of its technology has become a reflexively oriented paradigm, in which attention is focused on the development of the personal and semantic sphere of teachers. A characteristic feature of teachers' professional advancement is a change in their attitude to comprehensible reality, an awareness of its value, a search for the causes and meaning of what is happening, in other words, the ability to reflect.

In reflective psychology, the development of pedagogical skills is considered in the context of pedagogical creativity, cultivated by the activation of reflexive processes in thinking, communication, and activity. This, of course, requires the creation of a special environment - reflective, opening up for an intellectually active teacher the opportunity to master the skills of self-examination of their own states, feelings, behavior and self-correction of socio-psychological and professional resources [6]. This statement is supported by the research results of N.G. Bazhenova, M.E. Vakhitova, T. B. Volobueva, L. M. Ilyazova, I. A. Shumakova, etc. Further consideration of the definition of "reflective environment" will ultimately reveal the conditions for the use of technologies for the development of pedagogical reflection in the practice of professional formation of a teacher and their qualitative characteristics that allow an individual or collective reflective subject to be included in the process of analysis, reflection, design. During this process, a special personal plan of reflective activity is acquired.

An analysis of a number of studies made it possible to determine that a "reflexive environment," in a social (broad) context, is a psychological concept for designating the whole complex of factors that determine reflexive acts. A special part of the concept is a description of factors,

where the subject is not only a carrier of reflection, but also an object of influence of an objective and random nature. Today the concept of “reflexive environment” is being studied in the context of a scientific subject of general, social, pedagogical and organizational psychology.

In the study of L. M. Ilyazova and other scientists, the definition “reflective educational environment” is used in the framework of the consideration of reflection problems in a specially organized educational process. In particular, it is indicated that the reflective educational environment refers to the totality of external and internal pedagogical conditions in which the active formation of a culture of activity is carried out. In other words, it becomes possible for a person to choose goals, content and methods of self-education and self-development, there is a change in perceptions of oneself as a person and a professional.

Also, L. M. Ilyazova highlighted the requirements for a reflective educational environment (hereinafter - the environment) [7]. First, the author points to the proportionality of the environment and the personality developing in it. Secondly, the organization of the environment is social and personal in nature. Thirdly, there must be an internal contradiction or a subjective contradiction in the environment. Fourth, the environment is variable, so the teacher has the opportunity to satisfy his educational needs in accordance with his direction of development. Fifth, the environment involves the selection of technologies in which emphasis is placed both on the content and on the methods of activity of the teacher. Sixth, the environment is aimed at the formation of subjects of all types of reflection and the development of its levels. Seventh, any activity of environmental actors, including pedagogical, is research and creative.

According to I.A. Shumakova, the process of reflective environment formation begins with the manifestation and crystallization of the structure of the subjective problem-conflict field of the participants by fixing the level of conflict in this particular situation and by deepening through conflict management. Further, the author pointed out that an objectively given reflective environment in the form of carriers of elemental and organized reflection included in it, a methodology of psychology of reflection, a problem situation contains the possibility for each participant to master its internal reflective mechanism of creativity [8].

The author of the study on the formation of the teacher’s pedagogical maturity, S. G. Vakhitova, pointed out that the reflective environment allows the teacher to gain experience in communication, interaction, and an emotional-value attitude to the world of people. The reflective environment helps to identify the special abilities of the teacher in the ability to convince. The basic foundation of a reflective environment is freedom of activity without coercion and the possibility of choice, argued S. G. Vakhitova [9].

Also, a number of authors are unanimous in assessing the functions of the reflective educational environment, arguing that its main function is to “immerse” the teacher in the processes of self-education and self-development. In other words, contributing to the need for reflection in a person, defining the development vectors of a teacher as a subject of reflection, intensifying and initiating reflexive processes in the educational environment is possible through the use of special technologies. N. G. Bazhenova among a number of pedagogical conditions that ensure the implementation of a reflective environment, calls the use of educational technologies that actualize the reflection of teachers [10].

An analysis of studies on the problem of the development of reflection among teachers shows that the development of existing and the creation of new technologies of the reflexive type will

make it possible to make theoretical principles on pedagogical reflection modern, practice-oriented, to develop and implement reflective models of the teacher's professional development at all levels.

The modern methodological understanding of the ideas of the development of pedagogical reflection allows us to state that the technologies of its development are focused on the transformation of their own mental and practical activities through psychological mechanisms of reflection. Interpreting the scientific and practical experience presented by V. Ye. Lepsky in the monograph "Reflective Active Environments of Innovative Development", we can conclude that the hallmarks of technologies that ensure the development of pedagogical reflection are:

- 1) the teacher's direct involvement in the process of solving the problem, the possibility for everyone offer your own way of solving, defend your point of view;
- 2) communicativeness and cooperation in solving problem and heuristic tasks, tasks of an interdisciplinary and educational-professional nature, tasks that include a certain variety of implementation technologies;
- 3) the ability to analyze other people's experience in cooperation with the aim of acquiring new knowledge, skills, methods of activity and self-confidence; 4) a change of roles, allowing participants to take various positions and, according to these positions, express their attitude to the type of activity being performed;
- 5) the transparency of technology, orienting participants in their ideas about the process as a whole and in particular: how and what will happen, the result is "on the way out" [11].

Continuing to characterize the features of technologies for the development of pedagogical reflection, one can cite the opinion of V.A. Metaeva, who claimed that these technologies presuppose the mental activity of the subject of instruction, which is always exclusive, designed for the active participation of the subjects of instruction in its creation and interpretation. Collective thought activity opens up opportunities for enhancing reflection due to its cooperation, - emphasized V. A. Metaeva [12].

In addition to the above, it should be pointed out that reflection development technologies do not have a strict procedural framework. Since reflection is aimed at transforming an existing professional practice or situation, technologies focused on the development of reflection are based on a research basis. Research activity differs from the algorithmic pronounced heuristic component. This activity is focused on subjective discoveries and inventions.

It can also be noted that the development of pedagogical reflection involves a special way of interaction between subjects, namely, a discussion organized according to a complex communication scheme that involves the study of the utterance through understanding, comparing the original and new contents and reaching a new understanding of the subject of utterance through a critical reconstruction of one's understanding.

Based on the research of I. V. Mushtavinsky [4], three features of technology can be distinguished on a reflexive basis, which ensures the development of pedagogical skills, namely: structural, procedural, and functional. The structural component will reflect the co-creation position of the subjects interacting in a reflective environment. This symptom can be traced in criticality regarding the alien and his experience. The goal of the subjects' activity is not so much a pedagogical find and not even a joint result of activity, but rather a process of joint search, therefore everyone who takes a co-creational position acts as the guarantor of development for the other.

At the same time, if we talk about a process attribute, then it should be pointed out that it will manifest itself in the interaction of the subjects of co-creation, which is associated with the interchange of experience, and with the mutual transformation and personal completion of each other. In other words, each participant is a catalyst for the development of another.

Describing the functional feature of the technology of development of reflection, it can be argued that for subjects of reflexive interaction, each case of innovation, each find will become only an outlet to another knowledge, but not a rule, not final.

Materials and methodology

Researchers involved in the problems of the development of pedagogical reflection indicate that this development is carried out using various forms and methods of organizing activities. They give examples of testing individual and group forms of work (in large groups, in microgroups). Examples of various modes of activity are also described: role-playing and imitation games; intellectual work (brainstorming, positional discussion, role discussions, etc.); all kinds of theatricalities; various options for socio-psychological training (sensitivity training, role-playing, communication training, video training, acting training, etc.); creative workshops; laboratory of unresolved problems, etc.

V. A. Metaeva in her dissertation study “The development of professional reflection in postgraduate education: methodology, theory, practice” [13] provides a detailed description of the following technologies focused on the development of professional reflection, which can be effectively adapted to the practice of the development of pedagogical reflection, and namely, interactive technologies, reflective play, case study technology, reflective discussion, reflexive video training, reflexive and innovative seminar.

Results

In the course of the analysis of the problem of the development of pedagogical reflection, we studied the interesting experience of playing game-practice as a form of organizing the development process of pedagogical skills on a reflective basis. Each such game practice sets a number of tasks for the participants (educational, game, productive, communicative) and goes through a variety of ways and forms of activity.

The generalized recommendations on the organization of game practitioners indicate that the holistic logic of their construction should correspond to the following algorithm:

- 1 - actualization of the need for pedagogical creativity;
- 2 - updating of the main pedagogical stereotypes that do not allow to realize the creative potential of the teacher;
- 3 - “living” of various models of relationships in the school and building on this experience a new relationship system;
- 4 - mastery and appropriation of ways to build new pedagogical systems;
- 5 - determination of the areas of application in real practice of this collective of constructed models of the system of relations and activities.

Thus, for the teacher as an individual subject of professional reflection, the inclusion of technologies for its development fills the learning process in the framework of postgraduate education with personal meaning. And among the advantages of using the technologies for the development of pedagogical reflection for its collective subject, the following can be distinguished: firstly, technologies allow, in a limited short time, to combine the efforts of the pedagogical team to master new ways of professional activity, to change the existing system

of relations in the educational organization; secondly, technologies allow the pedagogical team to quickly respond to various problematic or conflict situations that naturally occur in the situation of innovative changes in the organization of education and training. As a result, the implementation of a holistic analysis of these situations, the formation of an adequate attitude of teachers to them and rethinking from new positions leads to the collective creation of a new pedagogical product.

CONCLUSION

Summarizing the foregoing, we can draw the following conclusions:

1. Pedagogical reflection, like any professional reflection, is associated with the features of the content of pedagogical activity, with pedagogical experience and is aimed both at one's own professional activity and the work of colleagues, and the activities of students.

2. The use of technologies on a reflexive basis contributes to the development of teachers' reflexive thinking in situations of "difficulty" that objectively arise when solving pedagogical and socio-pedagogical problems, while assimilating new information. As a result of overcoming the identified problems, new knowledge is developed (method of action, algorithm, etc.), which will find application in the fulfillment of the tasks of pedagogical activity.

3. Technologies focused on the development of pedagogical reflection create a special reflective space where teachers are able to realize their professional identity in the analysis of subject activity and the results obtained. As a result of this analysis, the teacher draws attention not only to the subject matter, but also to the structure of the pedagogical activity itself (in what ways this activity was carried out, how these methods were effective and efficient). Ultimately, this develops the technological readiness of teachers to use reflection in the educational process.

It is technologies that are defined as reflective that allow creating the conditions for the development of "practical" reflection inherent in the intellectual activity of a teacher, which includes planning mechanisms, adjustments to one's own pedagogical activity, self-education and professional development mechanisms. And taking into account the subjective (activity) experience in the professional pedagogical sphere, as well as relying on the available life experience, make the technologies for the development of reflection in postgraduate education and in the retraining system popular.

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