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PEDAGOGICAL REFLECTION IS A TOOL FOR THE PROFESSIONAL DEVELOPMENT OF FUTURE PEDAGOGICAL SPECIALISTS

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ПЕДАГОГИЧЕСКАЯ РЕФЛЕКСИЯ-ИНСТРУМЕНТ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ БУДУЩИХ ПЕДАГОГИЧЕСКИХ СПЕЦИАЛИСТОВ

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Abstract. In modern scientific concepts of reflection, it is given many characteristics. Reflection is a thought process aimed at analyzing, understanding, perceiving oneself, one's actions, order, words, experiences, feelings, states, characteristics, behavior, attitudes towards oneself and others, etc. According to research scientists, the importance of developing professional reflection of future educational psychologists for the effective formation of their professionalism is emphasized. At the same time, a person's conscious attitude to his actions, to himself, is formed through reflection, since reflection makes it possible to identify his attitude with an understanding of the essence of truth. It can be concluded that professional reflection can be considered as the highest opportunity in the preparation of a future teacher. Firstly, the future teacher-specialist interacts with other subjects in the process of communication and reflects the communicative aspects of professional reflection. Secondly, the subject is in feedback, where professional reflection characterizes the intellectual aspect. Professional reflection contributes to the formation of generalized ideas about the profession, the content and structure of activities among future teachers and psychologists. The types of reflexes in abstinence of the future personality are also determined. In the context of our research, the problem of the relationship between professional activity and reflection has important theoretical significance, it opens the way to the development of intellectual reflection, personal reflection aimed at self-organization through self-knowledge and introspection, interpersonal reflection through actions on the joint activity of a partner.

Аннотация. В современных научных концепциях рефлексии ему дается множество характеристик. Рефлексия — мыслительный процесс, направленный на анализ, понимание, восприятие себя, своих действий, порядка, слов, переживаний, чувств, состояний, особенностей, поведения, отношения к себе и другому и т. д. По мнению ученых — исследователей, подчеркивается важность развития профессиональной рефлексии будущих педагогов-психологов для эффективного формирования их профессионализма. В то же время сознательное отношение человека к своим действиям, к себе формируется посредством рефлексии, так как рефлексия дает возможность отождествить свое отношение с пониманием сущности истины. Можно сделать вывод, что профессиональную рефлексию можно рассматривать как высшую возможность в подготовке будущего педагога. Во-первых,

будущий педагог-специалист взаимодействует с другими субъектами в процессе общения и отражает коммуникативные аспекты профессиональной рефлексии. Во-вторых, субъект находится в обратной связи, где профессиональная рефлексия характеризует интеллектуальный аспект. Профессиональная рефлексия способствует формированию у будущих педагогов-психологов обобщенных представлений о профессии, содержании и структуре деятельности. Также определяются типы рефлексов в воздержании будущей личности. В контексте нашего исследования проблема взаимосвязи профессиональной деятельности с рефлексией имеет важное теоретическое значение, она открывает путь к развитию интеллектуальной рефлексии, личностной рефлексии, направленной на самоорганизацию через самопознание и самоанализ, межличностной рефлексии через действия по совместной деятельности партнера.

Keywords: types of reflection, professional reflection, interpersonal reflection, intellectual reflection, self-knowledge, reflection.

Ключевые слова: типы рефлексии, профессиональной рефлексии, межличностной рефлексии, интеллектуальной рефлексии, самопознания, рефлексии.

Changes in the global educational space have led to a change in the attitude towards the pedagogical profession and pedagogical and psychological education as a whole. The organization of pedagogical centers, pedagogical activities, training of future teachers in accordance with world standards determines the need for a deeper understanding of the importance of this profession. The degree of formation of the reflection of future specialists is traced in the qualification of coordination and regulation of their actions, behavior, professionally important qualities, self-development and self-education, ensuring their effectiveness, so that they can express themselves creatively in their professional activities in practice. Reflection is an interdisciplinary phenomenon with a centuries-old history. Historically, ideas about reflection can be traced back to the works of ancient philosophers Socrates, Plato, Aristotle. The concept of reflection entered science with the name of Descartes. He analyzed the imaging properties of the human brain. Reflection is a form of thought function written and used by Plato with Socrates. According to the ancients, it is a working instrument of human reason (mind). Reflection — the ability to reflect, observe oneself, study oneself, one's Inner World, Mental property and state, the ability to analyze oneself. At the same time, close and foreign teachers, psychologists and philosophers of the near and far abroad paid special attention to the multifaceted problem under study. An analysis of the research of scientists in this field, scientific literature shows that the problem of reflection is considered in several directions in different aspects. Foreign scientists (S. Grant, P. Kerby) developed the concept of professional pedagogical reflection in order to train highly reflective teachers. According to S. Grant, in the preparation of this concept, the principle of distinction between a standard teacher and a reflexive teacher is taken as the basis. In this concept, special importance is attached to the problematic nature of the pedagogical situation, the research platform in solving pedagogical tasks, the ontological status of the totality of all phenomena in the education system [2].

P. Kerby in his research gives a description of three foundations: the problematic nature or "problemality" of the pedagogical situation as the first basis is characterized by the fact that the future teacher takes into account all the circumstances and means as a specific situation and an alternative traditional way of solving it; the research platform in solving pedagogical problems taken as the second basis requires not only the provision of information, but also practical support;

the third basis follows from the social nature of the content of professional pedagogical education [3].

According to Pierre Teyar de Chardin, reflection is what distinguishes people from animals, thanks to which a person not only learns something unknown, but also explains the same "knowledge of knowledge". [2].

According to Ernst Cassirer, the meaning of reflection is "the ability to separate some stable elements within the sensory phenomena of all undivided flows, isolate them and focus on those elements without separation"[3].

Changes in the global educational space have led to a change in attitudes towards the teaching profession and to pedagogical and psychological education in general. The organization of pedagogical centers, pedagogical activities, and the training of future teachers in accordance with international standards necessitate a deeper understanding of the importance of this profession. The degree of reflection formation of future specialists can be traced in their ability to coordinate and regulate their actions, behavior, professionally significant qualities, self-development and self-education, ensuring their effectiveness so that they can creatively express themselves in their actions. professional activity in practice. Reflection is an interdisciplinary phenomenon with a long history. Historically, the ideas of reflection can be traced back to the works of the ancient philosophers Socrates, Plato, and Aristotle. The concept of reflection entered science under the name of Descartes. He analyzed the visualization properties of the human brain. Reflection is a form of mental function that Plato wrote and co-authored with Socrates. According to the ancients, it is a working tool of the human mind (mind). Reflection is the ability to reflect, self-control, study oneself, one's inner world, mental properties and states, and introspection. At the same time, special attention was paid to the multifaceted problem studied by near and foreign teachers, psychologists and philosophers from near and far abroad. An analysis of the research of scientists in this field and scientific literature shows that the problem of reflection is considered in different aspects in several directions. Foreign scientists (S. Grant, P. Kirby) have developed the concept of professional pedagogical reflection in order to train highly reflective teachers. According to S. Grant, when preparing this concept, the principle of distinguishing between a standard teacher and a reflective teacher is taken as a basis. In this concept, special importance is attached to the problematic nature of the pedagogical situation, the research site in solving pedagogical problems, and the hydrological state of the totality of all phenomena in the education system [2].

P. Kirby in his research characterizes three foundations: the problematic nature or "problematicness" of the pedagogical situation is characterized by the fact that, as the first basis, the future teacher takes into account all circumstances and means as a real situation. and an alternative traditional approach to its solution; a research platform in solving pedagogical problems, adopted as the second basis, requires not only the provision of information, but also practical support; the third basis stems from the social nature of the content of vocational pedagogical education [3].

According to Pierre Teilhard de Chardin, reflection is what distinguishes humans from animals, thanks to which a person not only learns the unknown, but also explains this "knowledge of knowledge" [2].

According to Ernst Cassirer, the essence of reflection lies in "the ability to identify some stable elements among the sensory phenomena of all unallocated flows, highlight them and pay attention without dividing into these elements" [3].

In psychology, in the analysis of reflection, one of the group jargon A. Buzeman (1925-1926). According to the dream of this person, reflection is "the transfer of any experience with the outside world to oneself." [4].

In the philosophical aspect, philosophers (I. Kant, G. V. F. Hegel, J. In the works of Locke et al., reflection is considered as the ability of a person to contemplate attention to himself, the ability of an individual to understand what is happening in his mind, a person's own control over his spiritual soul, an individual's understanding of the content of his thoughts, self-awareness. In the psychological aspect, reflection is a quality that ensures the self-realization and self-improvement of the individual. Valuable in our article are scientific works that consider reflection as a form of mental activity from the point of view of systemically significant activity, subjectivity, the relationship of a person to another, the mechanism for the development of a self-organizing system. When analyzing and analyzing his experience, the teacher uses the result not only of his experience, but also of key thoughts from it (K. D. Ushinsky). Researchers believe that the key to developing professionalism is the intersection of reflection and professional experience. [5].

S. L. Fomenko connects professional development with professional development and considers it as updating the personal qualities of a teacher: "professional development of a teacher is a constant improvement of professional qualifications, the ability to innovative activities, persistent organization, search for ways to realize the possibilities of professional development, the development of responsibility and independence" — explains. [6].

E. F. Seer argued that "under the social influence of professional activity, the process of development of personal change and personal activity, self-improvement and self-improvement are directed." [7]. The researchers emphasize that the activity of a teacher is reflected in the above definitions of the importance of his independence and self-development: "a new way of professional activity" inevitably involves innovation.

The purpose of the system of professional development in the changing conditions of the modern world is measured by the problem of the formation of professional competence of a teacher in accordance with the requirements of the time and socio-economic situation, due to the need for various abilities and self-development. The variety of social, domestic problems, professional psychological and pedagogical, methodological and pedagogical problems (teaching approaches, modern pedagogical situations, the fear of being in the flow of innovative stages, avoiding the crisis of professional competence, mastering the modern terminological space) make the teacher understand the need to make decisions and choose. Studying the scientific research work of the above scientists, the need to study the internal nature, structure of reflection and the possibility of its development at the theoretical, practical and methodological level makes it clear the relevance of this problem. In this regard, as a future teacher, the period of student youth is considered important for mastering the tools of reflexive analysis and managing mental activity. This actualizes the problem of developing reflection as the main component of professional and personal formation in the process of mastering future activities.

Reflection will help the future specialist in the course of pedagogical activity to make the teacher more determined, flexible, effectively implement his thoughts, form corporate relations with other people, and make the necessary changes in his activities. Pedagogical reflection, entering into the structure of the teacher's activity, is divided into internal and external, and from the point of view of cognition, scientific reflection is distinguished, philosophical and elementary.

- 1) testing and analysis of theoretical science based on methods of scientific knowledge
- 2) recognize and feel the essence and thinking of human culture.

Pedagogical reflection as a phenomenon of upbringing and education is classified as ontology, that is, subject Sciences to the content – pedagogy and the branches of psychology, since the teacher is a subject that reflects, determines his activity and attitude to himself. Reflection is the work of a huge inner world, the relationship between oneself and the possibility of one's own "I", which the pedagogical professional requires. But reflection is not only to think or tell about the existence or

absence of professional qualities, but also to support their development, enrichment, strengthening. The following types of reflexes are defined in the Prevention of future personality: 1. personality and content; 2. cooperative; 3. communicative; 4. intellectual.

For the implementation of all types (types) of reflection, a reflexive skill is necessary, which is the ability to adequately assess one's mental state using one's own personal and psychological characteristics in their activities, as well as the ability to recognize and adequately perceive each aspect of the student's personality. Thus, pedagogical reflection stimulates the professionally valuable positive orientation of the teacher, directs him to self-improvement, self-creative development. At the same time, the teacher's reflection does not allow violence against the student's personality, manipulation by the teacher with the student's consciousness. The ability to reflect is an invaluable ability in relationships. A special point of reflection is the stage of contemplation of thinking. Reflection plays a special role in the professional activity of a teacher. Today, among the pedagogical competence, it has been established that the main one is reflexive-analytical competence, that is, the ability to analyze actions [8]. And A. V. Khutorsky proposes to distinguish between the concepts of "examination"- "self-analysis" - "reflection".

Table 1

ANALYSIS OF THE CONCEPTS OF "REFLECTION"
 (A. V. Khutorsky "analysis"- "self-analysis")

<i>Comparison dimensions</i>	<i>Examination</i>	<i>Self-analysis</i>	<i>Reflection</i>
Value	Determining the methodological, didactic features of the lesson, the role and effectiveness of the teaching process based on the pedagogical position	Analysis of the activities of teachers and students during the lesson	Learning problems and the search for ways to solve them
The purpose and responsibilities	Determining whether the content and evaluation structure of the lesson is a model of the learning process	To determine the methods of Successful Learning, to establish achievements, to determine the expediency	Determining how the lesson actually went

"What is the difference between self-study and self-analysis?"the famous psychologist V. Levy offered the following answer to the question. "Self-analysis is understanding what is happening to you and changing it. And he said that studying oneself means not acting for the same, dreaming of change, change. The reflection of the teacher is reflected in his words, remarks, comments and questions. Let's pay attention to examples of reflective comments. The teacher will have comments delivered at a low level, such as "like-Don't like", "good-bad", "this cannot be done", "this is a good way", etc. Some teachers are able to summarize their own views on the use of approaches in relation to their own experience. However, involuntary reflection implies the first impressions of the teacher necessary for further development. There are many scientists who have done a lot on the question of how to form professional reflection. Based on the opinion of the above scientists, the main aspect of innovative technologies is the formation, organization, orientation to conscious activity of the process of professional reflection. Let's consider one of the options that is most relevant for the pedagogical activity that we are talking about. The option under consideration is based on some components of pedagogical activity or individual pedagogical situations:

1. Identify the data you need to analyze.
2. Classification of the principles and good initiatives underlying it.
3. Analysis of the components of the stated situations.
4. Accumulate the knowledge and initiatives needed to make decisions.
5. Evaluate the decision made.

This structure is a special plan for professional reflection. Organized, planned reflection determines the goal that must be solved, and it, in turn, clarifies the tasks.

In World scientific knowledge, the understanding of the essence of the concept of "reflection" is expanding and is being considered as a mechanism for self-realization, self-determination, self-organization, self-regulation and self-realization of a person. Thus, based on these conclusions, it is necessary to form the ability of future teachers-psychologists to act independently and productively in a specific professional situation and psychological readiness for it. It focuses on the development of research skills in the activities of future teachers, the formation of reflective thinking, which is associated with professional reflection, which creates opportunities for professional self-development. In this regard, the degree of study of the phenomenon of reflection indicates that the process of its development, as the main component of the successful implementation of professional activity, is systemic in nature.

According to the study of psychologists, in the process of reflection, a person examines not only himself, but also recognizes other people and their actions. Therefore, attention is paid to determining the role of reflection in the future professional activities of each Specialist, including in the practical application of knowledge and qualifications of a particular subject. Having formulated the works of scientists above, considering reflection as a process of personality formation, we can conclude that reflection is a form of theoretical activity necessarily carried out by a socially developed person, a tendency towards his understanding of his own actions and self-knowledge, which reveals his own uniqueness of the spiritual world. In the formation of personality, it is important to analyze the types and types of reflection proposed by scientists. Stepanov describes with special attention to two types of reflection: personal reflection (allows you to understand your inner world through your own assessment of its quality and state); intellectual reflection (knowledge of the relationship between one's actions and the subject situation, the object and the way of acting). It also presents a typology of reflexive trends depending on the subject and content of the study [9] (Table 2).

Table 2

TYPES AND TYPES OF REFLECTION
(according to the classification of I. N. Semenov and S. Yu. Stepanov)

<i>Types of reflection</i>	<i>Types of reflection</i>
Intellectual reflection	is formal, substantive
Personal reflection	is retrospective, novelty, perspective
Communicative reflection	empathic, Project, game
Cooperative reflection	fixative, adaptive, role-based, corrective, organization of population
Existential reflection	historical, social, environmental, philosophical, methodological
Cultural reflection	is egocentric, hermeneutic, axiological, ethical, aesthetic, worldview
self-realization,	Regulatory reflection personal and professional self-determination, self - regulation, self-expression.

In general, there are different classifications of reflection, as shown in Table 2 above. It was found that it performs various functions in the implementation of professional reflection in the pedagogical process: motivational design, organizational communicative, creative, corrective.

Thus, the targeted organization of the process of developing the reflection of future teachers determines the need to consider reflection as the main component of their professional and personal formation. Therefore, the study of professional reflection from the point of view of the mechanism of self-knowledge, active personal different thinking of individual consciousness gives rise to the possibility of self-improvement of the individual, ensuring the success of his activities in society.

These conclusions make reflection an indicator of the active position of future teachers in educational activities, and often indicate their self-development, self-education, self-determination, self-expression, self-regulation.

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