

1 Бөлүм
ЖОҒАРЫ МЕКТЕПТЕ МАМАНДАРДЫ КӘСІБИ ДАЯРЛАУ ТЕОРИЯСЫ
МЕН ПРАКТИКАСЫ

Раздел 1
ТЕОРИЯ И ПРАКТИКА ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ
СПЕЦИАЛИСТОВ В ВЫСШЕЙ ШКОЛЕ

Part 1
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PEDAGOGICAL REFLECTION IN THE TRAINING OF FUTURE
TEACHERS AT THE UNIVERSITY

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Abstract. The article examines the features of pedagogical reflection forming process among future teachers during their university studies. The article analyzes the problems of increasing the requirements for the personal and professional qualities of a teacher, increasing his social value and self-worth, due to the radical modernization and fundamental transformations of the pedagogical education system in Kyrgyzstan. It talks about the importance in the university educational process of students' transition from the position of the consumer of information to the position of the creator of their knowledge and themselves, to the development of personal characteristics, the reflection of the results of their teaching activities. The article substantiates the correctness of this approach to ensuring the systematic updating of higher pedagogical education, from the point of view of which the professional activity of each teacher should be adapted to these changes, and the teacher should have the formed ability to understand himself and his environment, be ready for constant self-education to improve the effectiveness of his daily practical activities. In this regard, it is assumed that a necessary component in the structure of pedagogical activity is reflection as a teacher's cognition and analysis of the phenomena of his own consciousness and activity. This assumption is based on the fact that pedagogical activity is inherently reflexive, since when organizing student activities, the teacher is obliged to evaluate himself and the correctness of his actions from the perspective of his students, necessarily take into account their views, see their inner world and emotional state. Based on the above, it is concluded that a particularly significant professional quality of a teacher is his willingness and ability to reflect.

Key words: training of future teachers, development of reflection, professional activity, pedagogical process, competence approach, formation of pedagogical reflection, ability, self-assessment

Introduction

In accordance with the modern competence-oriented educational paradigm, the future teacher should regularly monitor and adjust his personal growth, reflect on the results of his professional activity [1, p. 912].

Pedagogical activity is inherently reflexive, since, by organizing the activities of students, the teacher strives to look at himself and his actions through the eyes of his students, to take into account their views, to represent their inner world and emotional state. A significant and professional quality of a teacher is the willingness and ability to reflect. By building his interaction with the child, the teacher evaluates himself as a participant in this interaction, dialogue, while creating conditions for intersubjective relations between participants in the pedagogical process [2, p. 42].

In the process of pedagogical reflection, a teacher identifies himself with the current pedagogical situation, with one or another content of pedagogical interaction, with a pupil, with his colleague, another teacher, with various pedagogical technologies, various models of pedagogical activity, etc. [3, p. 118].

Consequently, reflection in the pedagogical process is the process and result of being fixed by the subjects of education (participants in the pedagogical process). the state of their development, self-development, and the reasons for it. Pedagogical reflection presupposes mutual assessment of the participants in the pedagogical process, the interaction that took place, the teacher's reflection of the inner world, the state of the student's development and vice versa [4, p. 179].

Since the pedagogical process involves the exchange of activity functions of the teacher and students, reflection in the pedagogical process will contain such components as reflection by the teacher of the student's activity; reflection by the teacher of his pedagogical activity; reflection by the teacher of pedagogical interaction; reflection by the student of his activity; reflection by the student of the teacher's activity; reflection by the student pedagogical interaction.

Materials and methods

The implementation of a competence-based approach in the training of future teachers provides an opportunity to take a fresh look at the problem of education quality. In this approach, the basic criteria for assessing this quality are professional competence as a complex characteristic of a specialist, determining his ability to solve professional problems that arise in real professional activity, based on theoretical knowledge, as well as life experience, values and individual characteristics [5, p. 152].

So, in her research, N.L. Dmitrieva, based on the analysis of the research results of domestic and foreign teachers and psychologists, notes the following key

approaches to understanding the essence of a teacher's professional competence:

– the activity-based nature of professional competence (revealed in the works of N.V. Kuzmina, M.I. Lukyanov, A.K. Markova, V.I. Slobodchikov, I.S. Yakimanskaya, etc.);

– professional competence (considered as a personality quality in the works of A.P. Bueva, A.A. Vorotnikova, P.V. Simonov, A.I. Shcherbakov, etc.);

– professional competence of the teacher (related to the phenomenon of culture in the works of T.G. Brazhe, M.A. Verb, V.V. Kraevsky, E.N. Shiyanov, etc.);

– professional competence (presented as the level of education of the teacher in the works of A.A. Verbitsky, I.G. Shaposhnikova, etc.) [6].

The professional competence of a teacher is interpreted by G.M. Kodzhaspirova as «the teacher's possession of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the teacher's personality as a bearer of certain values, ideals and pedagogical consciousness» [7, p. 62].

One of the means of forming the professional competence of future teachers is the development of their reflection. The formation of professionally significant qualities of a teacher should begin with the development of reflection, since reflexivity is presented in relation to all other qualities as an organizing and coordinating principle. The degree of formation of the teacher's reflection can be expressed in the extent to which the teacher is able to coordinate and integrate all his qualities for the effective implementation of professional activities. The differentiating function of reflection enables the teacher to consciously rely on his «strengths» and minimize his «weaknesses» in pedagogical activity. Due to the differentiating function of reflection, access to each individual quality and mental characteristic of the teacher is possible. Thus, reflection is considered as a particularly important and necessary quality of a teacher [8, p. 163].

In a number of works by teachers and psychologists (V.Ya. Butorin, A.V. Karpov, A.V. Petrovsky, etc.), reflection is considered as an important condition for self-control and goal-setting, as well as a mechanism necessary to ensure the dynamics of personal neoplasms at the semantic and operational level.

Within the framework of the competence approach, scientists confirm the idea that reflection is considered a system-forming component for mobilizing personal resources in solving life, professional and pedagogical tasks. Reflexivity is a significant indicator of personal maturity in mastering key competencies and is such an important quality that it makes it possible to talk about the need to form reflexive competence in every modern specialist. Pedagogical reflection becomes a necessary part of the teacher's profession, within the framework of which one analyzes one's own professional actions, the behavior of parents and their children (N.V. Kuzmina, E.V. Piskunova, V.N. Kharkov, etc.) [9].

Reflection implies the teacher's mastery of the psychological mechanism of professional self-actualization and self-improvement, which is manifested in his ability to take an analytical position in relation to himself and his professional activities (keeping the time frame of the past, present and future). It is especially

important that the subject of reflection is not only the teacher himself (as a professional and as a person), but also the development process of a particular child (the means and conditions that delay and support this process) and the children's team.

In relation to the teacher's own activity, pedagogical reflection is characterized by his awareness of his pedagogical experience, the development of criteria that determine the effectiveness and success of his professional activity in terms of his subjectivity and its educational potential for the development of the student's personality. When applying reflection, professional activity is an object of research and design for the teacher, becoming more flexible and conscious, focused on overcoming their own difficulties and the problems of pupils. In relation to the content of education, the reflection of an individual teacher or teaching staff allows us to consciously systematize the social demand for education, theoretical concepts in pedagogical and psychological science that are significant to ourselves and the school, our work experience, and current needs of schoolchildren. Reflection makes it possible to determine and adjust the goals and objectives of professional activity, the means of the educational process, to plan and construct it, to see variable strategies and methods of the educational organization process, ways of its regulation and control.

Reflection can play a determinative role in relation to other professionally important qualities, therefore, the university educational process should be organized in such a way that from the first days of school, students' reflection is formed not spontaneously, but purposefully. It is also necessary to separate two levels of reflection: reflection on one's own teaching (in the position of «student») and reflection on the organization of learning (in the position of «teacher»).

The training of future teachers should be reflexive. If a future teacher learns to reflect on his own behavior, then he will be able to control himself. The result of reflexive activity is the development of the student, a change in the position he occupies in educational activities, and his activation as a subject of activity. This imposes specific requirements on the professional training of a teacher, since the most pronounced result is the teacher's objectification of his inner world through the interpretation of the inner world of students. In the classroom, the teacher should show the ability to reflect on his own activities, moving away from the role of judge, evaluator; and also contribute to the organization of reflection by students of what he has done. In the teacher's mind, not only the personal characteristics of the student should be reflected, but also the actions that the teacher takes in relation to him. Feelings accompanying the pedagogical process should be available for pedagogical reflection.

The development of personal and subject reflection can be considered a strategic task of teacher professional development. Personal reflection is associated with the development and self-actualization, self-awareness, openness in communication, reliance on one's own experience, the development of subject reflection is associated with the analysis of the effectiveness of didactic methods, techniques and technologies used in teaching.

In his work, the teacher uses a variety of methods that stimulate reflective thinking (group discussions, business games, structured conversations, case study methods, etc.). Various exercises can be used to help free oneself from the framework of traditional thinking (technologies of critical and creative thinking). One of these technologies, portfolio technology, makes it possible to analyze the information received both in courses and from their professional activities. Portfolio technology helps teachers to reflexively understand their own problems, form certain competencies, evaluate their achievements, and plan their own future work in general. To optimize these actions and the pedagogical process in general, information and communication technologies (ICT) (audio and video technology, computer presentations, etc.) are widely used in teaching.

The educational process actively uses the method of business games, which integrates the development of personal, intellectual, cooperative and communicative components of reflective competence. In the game, the future teacher's position changes from cognitive and personal egocentrism to consistent decentralization, which makes one more deeply aware of one's own «Me» and increases the measure of social competence and ability to solve problematic situations. In the game, real partnerships of cooperation and cooperation are formed, providing an opportunity for the positive personal development of the future teacher, and the ability to arbitrarily regulate activities based on the subordination of behavior to a system of rules governing the performance of a role is developing.

The case method (from the English case - case, situation, case) is one of the most popular active teaching methods, and it is also a miniature business game. This method is based on a real event from professional life and involves students actively searching for a solution to the proposed problem, followed by a discussion of the process and the result of the joint actions of all participants. The main purpose of these methodological techniques is to develop the ability to reflexive decentralization, to form an attitude towards active analysis of one's actions, and to comprehend one's professional «Me».

Results and discussion

The analysis of psychological and pedagogical research, reflection on the experience of teachers, make it possible to assert the importance of special training of future teachers in their studies at the university. Since a teacher is not only a teacher, but also an educator, educator, active participant and organizer of interaction with other subjects of the educational process, he constantly communicates and interacts not only with students, but also with their parents, colleagues, and administration. It is worth noting that the functions of a secondary school teacher are much broader than those of a subject teacher. The formation of a student's personality and motivation to learn depends on his pedagogical skills and the ability to organize a team of school-age children.

A future teacher should possess such qualities as empathy, love for children and their work, knowledge of the age and individual characteristics of school-age children; master the subjects taught in secondary schools; be able to communicate

correctly with students of different ages: support them, be empathetic; show kindness, warmth and care towards students; promote the development of children's personality and individuality; to teach them the reflection of their own learning activities, so that the student gets the ability to see the ways of their actions, analyze them, and plan to achieve their goals.

For the development of abilities for reflexive decentralization, as well as self-regulation of reflexive processes, techniques that bring to the level of metareflexion are effective. These are questionnaire exercises, basic self-analysis schemes, self-report programs, observation programs, diary entries, «reflective consultation», «reflective debate», «reflective interview», «reflective lessons», reflective self-portrait, reflective monologues, reflective studies in music or drawing.

Among them, in the course of our work, we used such techniques as «basic self-analysis schemes», «diary entries», «reflexive debates», «reflexive self-portrait», «reflexive monologues and etudes in music», etc. For example, the creation of schemes for self-analysis allowed us to systematize reflexive processes. As part of the work, students were provided with diagrams that include key questions and points for reflection that they can use to analyze their actions or experiences. This helped them to structure their thoughts and not to miss important aspects in self-reflection.

Keeping diaries contributed to the deepening of reflexive processes. During the recording process, the students freely expressed their thoughts, analyzed everyday events, and recorded changes in their perception. An important point was how often and with what depth the students began to delve into their inner experiences and realized possible patterns in their behavior.

We used reflective debates to encourage students to analyze different points of view and approaches to problems. Students present arguments not only for their position, but also consider the opposite point of view. This contributed to the development of decentration skills and helped to increase the depth of meta-reflection.

In the process of creating a reflective self-portrait, students tried to realize and analyze their personal qualities, goals and values. This helped to identify internal attitudes and limitations, as well as to see how their perception of themselves affects the behavior and perception of others.

Reflective monologues and sketches in music or drawing used in the course of the work provided students with the opportunity to express their inner feelings through art. These creative methods can also be used for meta-level analysis and reflection. Such creative methods will help students express and comprehend their feelings and experiences, as well as increase the level of self-regulation.

As a result of using the above methods in the course of their work, students have learned to take a more conscious approach to their actions and feelings, have learned to regulate their reactions more flexibly, and also to consider various aspects of their experiences from different points of view, which leads to the development of reflexive decentralization and improved self-regulation.

Conclusion

Thus, reflection as an awareness of the contradiction (discrepancy) between goals and objectives and the result of activity is an important tool (means and method) for self-improvement of all types of educational and professional activities of future teachers: organizational, methodological, communicative, research, creative and others. Pedagogical reflection of activity, in accordance with the conclusions drawn, provides the necessary correction of activity.

Pedagogical reflection is an incentive for the development of basic professional competencies (information, communication, self-organization, self-education), as well as for the formation of various types of pedagogical competence proper - subject, methodological, diagnostic, perceptual, interactive, research, innovative, managerial, personal and individual.

Therefore, it is necessary to develop pedagogical reflection in future teachers as a personal and professionally significant quality based on the ability to recognize, analyze, evaluate and correct their own personal qualities and professional activities.

The development of reflection in the future teacher during his studies at the university not only contributes to the formation of his professional competence, but can also be considered as one of the ways to humanize our society and its education system.

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ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА БОЛАШАҚ ПЕДАГОГТАРДЫ ДАЯРЛАУДАҒЫ ПЕДАГОГИКАЛЫҚ РЕФЛЕКСИЯ

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Андатпа. Мақалада болашақ мұғалімдердің ЖОО-да дайындық кезеңінде олардың педагогикалық рефлексиясын қалыптастыру процесінің ерекшеліктері қарастырылады. Қырғызстандағы педагогикалық білім беру жүйесінің түбегейлі жаңғыруы мен өзгеруіне байланысты педагогтің жеке және кәсіби қасиеттеріне қойылатын талаптарды арттыру, оның әлеуметтік құндылығы мен өзіндік құндылығын арттыру мәселелері талданады. Студенттердің ақпаратты тұтынушы позициясынан өз білімі мен өзін-өзі жасаушы позициясына, жеке ерекшеліктерін дамытуға, олардың педагогикалық әрекетінің нәтижелерінің рефлексиясын жүзеге асыруға көшуінің жоғары оқу орнындағы оқу процесінде маңыздылығы туралы айтылады. Жоғары педагогикалық білім беру жаңартуларының жүйелілігін қамтамасыз етудің бұл тәсілінің дұрыстығы негізделеді, оның ұстанымынан

эр мұғалімнің кәсіби қызметі осы өзгерістерге бейімделуі керек, ал мұғалім өзін және оның қоршаған ортасын түсінудің қалыптасқан қабілетіне ие болуы керек, күнделікті практикалық іс-әрекетінің тиімділігін арттыру үшін үнемі өзін-өзі тәрбиелеуге дайын болуы керек. Осыған байланысты педагогикалық іс-әрекет құрылымындағы қажетті компонент мұғалімнің өз санасы мен іс-әрекетінің құбылыстарын тануы мен талдауы ретінде рефлексия болып табылады деп болжанады. Бұл болжам педагогикалық іс-әрекеттің мәні бойынша рефлексивті сипатқа ие екендігіне негізделген, өйткені оқушылардың іс-әрекетін ұйымдастыра отырып, мұғалім өзін және өз іс-әрекетінің дұрыстығын өз оқушыларының көзқарасынан бағалауға, олардың көзқарастарын ескеруге, олардың ішкі әлемі мен эмоционалды жағдайын көруге міндетті. Жоғарыда айтылғандарға сүйене отырып, мұғалімнің ерекше маңызды кәсіби сапасы оның дайындығы мен рефлексияға қабілеттілігі болып табылады деген қорытынды жасалады.

Тірек сөздер: болашақ мұғалімдерді даярлау, рефлексияны дамыту, кәсіби әрекет, педагогикалық процесс, құзыреттілік тәсіл, педагогикалық рефлексияны қалыптастыру, қабілет, өзін-өзі бағалау

ПЕДАГОГИЧЕСКАЯ РЕФЛЕКСИЯ В ПОДГОТОВКЕ БУДУЩИХ ПЕДАГОГОВ В ВУЗЕ

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Аннотация. В статье рассматриваются особенности процесса формирования педагогической рефлексии у будущих учителей в период их подготовки в вузе. Анализируются проблемы повышения требований к личностным и профессиональным качествам педагога, повышения его социальной ценности и самооценности, обусловленные коренной модернизацией и кардинальными преобразованиями системы педагогического образования в Киргизии. Говорится о важности в вузовском учебном процессе перехода студентов от позиций потребителя информации к позиции творца своих знаний и самого себя, к развитию личностных особенностей, осуществлению рефлексии результатов своей педагогической деятельности. Обосновывается правильность такого подхода к обеспечению системности обновлений высшего педагогического образования, с позиции которого профессиональная деятельность каждого педагога должна быть адаптирована к этим изменениям, а педагог должен обладать сформированной способностью понимания самого себя и окружающей его среды, быть готовым к постоянному самообразованию для повышения эффективности своей повседневной практической деятельности. В связи с этим предполагается, что необходимым компонентом в структуре педагогической деятельности является рефлексия как познание и анализ педагогом явлений собственного сознания и деятельности. Данное предположение основывается на том, что педагогическая деятельность по

своей сути имеет рефлексивный характер, так как, организуя деятельность учащихся, педагог обязан оценивать себя и правильность своих действий с позиции своих учеников, обязательно принимать во внимание их взгляды, видеть их внутренний мир и эмоциональное состояние. На основании сказанного делается вывод о том, что особенно значимым профессиональным качеством педагога является его готовность и способность к рефлексии.

Ключевые слова: подготовка будущих учителей, развитие рефлексии, профессиональная деятельность, педагогический процесс, компетентностный подход, формирование педагогической рефлексии, способность, самооценка

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