

REFLEXIVE DIRECTIONS OF SELF-DEVELOPMENT OF FUTURE TEACHERS

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Abstract. In this article the directions of reflexion of future teachers are considered from the point of view of theoretical analysis of self-development of future teachers. The problem of reflexion as a process of comprehension of the internal mental act and state of the subject requires a conscious process of evaluation of thoughts, emotions and behavior, as well as decisions made and prospects for future activity. Therefore the necessity of studying the internal structure of reflexion as well as the possibility of forming the ability to reflect on the practical, theoretical and methodological level is relevant. Based on the analysis of the content of the term "reflexion" and its regularities, to form the reflexion of future teachers it is necessary to define such notions as "reflexive activity", "formation of a reflexive environment", "activation of intersubjective communication of participants of reflexive activity", "actualization of reflexivity". In order to develop the reflexive skills of future teachers it is necessary to create pedagogical situations which give young teachers an opportunity to expand the awareness of their own selves. Future teachers will become reflective in their actions and be able to differentiate their own feelings and experiences, and this can help to organise and unlock the inner potential of professional activity. In philosophical, psychological, and pedagogical aspects of considering reflexion, there are similar points of view which complement the term "direction" (the direction of one's attention and reflection on one's own thoughts, emotions, actions, experiences, states, and worldview). The basis of reflexion as the direction of attention to oneself, in the pedagogical aspect, is defined in three aspects: first, direction is a set of consequences and circumstances of an object; second, an established set influences the development, upbringing and education of an individual; third, the influence of directions is defined in an accelerated or delayed process of development, upbringing and education, and direction can influence their dynamics and the final result. Proceeding from this position, this article describes the results of research and generalization of general scientific and pedagogical research, analyzes the typological classification of the reflexive directions that have developed in the theory and practice of pedagogy and are used in the professional training of future teachers.

Key words: reflexion, orientation, reflexive activity, reflexive environment, intersubjective communication, reflexive orientation, system-organisational directions, didactic directions, pedagogical-psychological directions

Basic provisions

In this connection, the definitions given to the concept of «direction» are analyzed first. The concept of «direction» is a philosophical category that describes objects related to the surrounding phenomena. Here the thing or object is oriented, and the direction is taken relative to the external objects of the multiplicity of the objective world. In contrast to the causes directly caused by the phenomenon or

process, it forms the environment in which the emergence and development of the phenomenon occurs [1].

From the point of view of philosophical, psychological, and pedagogical sciences, there are similar approaches that complement the definition of "direction" in content. N.V. Ippolitova in her works describes the essence of direction in three senses in the pedagogical aspect: firstly, the direction is a set of results and conditions of one or another action; secondly, the formed complex affects the development, education and training of a person; thirdly, the influence of one or another direction is reflected in acceleration or slowing of development, education and training, and also directions influence their dynamics and even on the final result [2]. Based on the discussion and generalization of the results of general scientific and pedagogical research, it is possible to identify the typological classification of reflexive directions formed in the theory and practice of pedagogy as follows:

<i>The typological classification of reflexive directions formed in the theory and practice of pedagogy</i>	
1	Systematic and organizational directions
2	Didactic directions
3	Pedagogical and psychological directions

Image 1

Introduction

Implementation of any pedagogical phenomenon in an actual educational process requires the term itself (reflexion) and a set of certain guidelines for its further development. The plurality of definitions of the term «reflexion» is linked, first of all, to the universality of its mechanics, the multitasking nature of the reflexive mechanism being a condition of the growing interest of researchers in the field of pedagogy and psychology to the problem of reflexion. In general, reflexion is seen as a person's ability to understand the essence of the subject-social relation to the surrounding world and to give it meaning, the ability to self-analyze. Therefore, in order to determine the directions necessary for the development of reflexion of future teachers, the problem under study will be focused on clarifying the concept of «direction – reference», their allocation.

The typological classification of the reflexive directions formed in the theory and practice of pedagogy, according to N.M.Yakovleva, is a complex of actions in the educational process which conditions of reflexion provide efficiency of the system, allowing to develop the personality of students [3]. In general, the direction is interpreted as an environment that contributes to the implementation of this or that activity, as a category that expresses the relationship of any subject with the surrounding world. As the basis of this research work is the development of reflection of future teachers, therefore, certain directions are necessary for the development of this phenomenon. After all, it is important that the professional

training of future teachers be a process occurring in the pedagogical environment, or rather in the pedagogical system, and the necessary reflexive directions for this are determined. Proceeding from it, it is possible to tell to define directions of development of a reflexion at the future teachers is effective directed application of a methodological point of view. The complex of reflexive directions from this point of view is understood as a rational combination of specially created conditions that allow developing the reflexion of future teachers. Also, the result can be achieved only when these reflexive directions are interconnected and complement each other. The typological classification of reflexive directions that has been established in the theory and practice of pedagogy:

- System-organizational directions
- Didactic directions

Pedagogical-psychological directions in research works of foreign scientists (D. Schoen and others) are allocated on four basic directions, necessary for formation of reflexive processes: first, the reflexive process as reaction to uncertainty caused by casual in the current activity, defines a situation, itself, an obstacle or unforeseen situation for development of the person reception. These are problems that the person encounters, for example: a remark from someone with an exceptional reputation, a failure in a relationship, admiration for a new situation, or a feeling of physical pain. The problem that arises can be «a point» of development or growth. Or describes the emergence of internal conflict that causes intense contemplation and attention, can also arise from feelings of insecurity, suspicion, instability. The arising uncertainty is an insufficient situation for the necessity of reflexion to arise. Secondly, the internal locus of control or the person's awareness of the responsibility in this arising situation, emergence of motivation and readiness to the decision of a problem influencing self-development by means of internal reflective work. The third is the insufficiency of the reflexive skill for elimination of the arisen uncertainty. A person with underdeveloped reflexes in this case has less motivation and intentions, which can cause that person to despair, insecurity. Fourth, it is the demonstration of environmental support for the reflexive process. In the absence of such an environment, a person depends on the internal environment corresponding to him, supports the reflexive process, despite the pressure from the outside [4]. In the study of G. G. Ermakova singles out pedagogical directions of development of professional reflexion of university students in the course of training. It is specially organized reflective activity of the teacher; presence of the reflective environment; actualization of a teacher's reflexivity; activation of intersubjective communication between participants of reflective activity; use of the educational program of development of professional reflexion of the teacher [5]. Now we theoretically substantiate the directions of the development of reflexivity of future teachers.

The first very important direction is specially organized reflexive activity in the learning process, which forms not only the strategy of educational and cognitive activities of students, but also the skills of performing these actions. Reflexive activity defines a form of active communication of the person by means of assimilation of own experience. In it among the specific features characteristic of

activity an important role is played by the focus on the purpose, awareness, changeable nature and interconnection of its structural components. The second direction, which has its place, is the formation of a reflexive environment. The reflexive environment is a system of conditions of personal development, revealing the possibilities of independent study, correction of socio-psychological and professional resources. The function of the reflective environment contributes to the emergence of a personality's need for reflection. Uncertainty arising in the reflective environment, non-standard situation of interaction, conflict, problem perception of new knowledge, anxiety in personal-professional development, allow the teacher to orient again. The goal of creating a reflective environment excludes the teacher's detachment from the development of the learning process and professional reflection. According to A.A. Bisyaeva, «reflexive-innovative environment» creates conditions of cooperation, choice, as a result of which changes ideas about oneself as a person and as a specialist [6].

Materials and methods

The methodological basis of the study is based on general scientific methodological principles of development, the unity of consciousness and activity, fundamental principles of human research as a subject of activity, as well as domestic and foreign theories and research in the field of developmental and self-developmental psychology. In particular, philosophical, psychological and pedagogical provisions characterizing the human being from natural, social and existential points of view; studies of the essence and development of personality, personal freedom and the theory of action and the relationship between learning and development; scientific provisions of humanistic pedagogy, etc. At the same time, the presented article uses one of the main methods of scientific knowledge, the method of analysis, which helps to reveal the content and essence of the definitions given to "self-development" as a basic concept. In order to reveal psychological and pedagogical peculiarities of self-development of the future teachers' personality, the method of "diagnostics of the level of self-development and professional-pedagogical activity" is used. When studying the data obtained by the method it can be established that the level of self-development of modern future teachers in professional-pedagogical activity is dominant [7]. These are the evaluation of the pedagogical activity project; the desire for self-development and the level of development of an individual's self-esteem. The results of the study can also provide the following recommendations for the self-development of future teachers. Realization of the need for self-development in relation to professional and personal spheres, mastering the methods of self-knowledge and self-analysis; joining the development of creativity, professional development, self-education, learning pedagogical innovations, increasing erudition and competence in the field of teaching methodology. Thus, self-education can be considered as an integral part of the professional self-development of future teachers. It is a voluntary activity aimed at improving the quality and effectiveness of the learning process and the teacher's mastery of general culture, modern pedagogical ideas and technologies contributing to self-improvement. Here the main characteristics of a future teacher's self-

education can be attributed to its consciousness, purposefulness and systematicness so an important condition for the self-development of a modern school teacher is the need for continuous education based on the principles of multilevel, variability, individual and differentiated approach, which are considered part of the professional development system.

Results and Discussion

Identification of psychological and pedagogical features of self-development of the future teacher's personality is inextricably linked with the disclosure of the essence of the concept "self-development". To date, the concept of "self-development" in dictionaries and encyclopedias gives a number of definitions: - self-development without the influence of external forces; - development or physical development of man's mind through independent exercise; - the presence of the inner ability of man to work on himself to develop, grow, develop according to his inner activity; - capacity to external factors development, which is accompanied by the force of internal causes, despite; a kind of movement of phenomenon determined by internal contradiction and external factors; irreversible, directed, constant change in the material and ideal.

That is, the main approaches to personal self-development can be discussed and the following results can be presented:

- 1) human self-improvement;
- 2) self-improvement through spiritual creative activities;
- 3) realization of self through actions with others;
- 4) creative search for the meaning of life.

A number of leading actions on self-development of future educators have drawn attention, in particular, to the issues of personal self-development. In particular, in psychoanalysis self-development is associated primarily with the understanding of the system of hidden internal dynamic processes that are a prerequisite for self-development and in the humanistic direction self-development is considered through the disclosure of human personality.

Personal self-development is seen as an individual's independent activity in self-transformation, the unlocking of personal potential. Development is a continuous process of independent movement, characterised above all by the irregular emergence and emergence of new things that did not exist in previous stages". "A person cannot be educated, he is self-generated, others deliver only the materials that may be necessary to create his own personality, for which development and self-development are considered almost the same". Self-development of future teachers is a process of conscious personal formation with the aim of effective self-realisation, based on internal meaningful aspirations and external influences. If future teachers do not understand personality change, they are characterised by the concept of development. Self-development is an energetic, psychological mechanism, aimed at resolving the contradiction between the level envisaged by a person's available abilities. Therefore, different approaches to the study of self-development problems in philosophy, psychology and pedagogical

science contribute to the understanding of multidimensionality of human inner world, a complex system of factors influencing self-development, the relationship between a person and society. Consequently, we can conclude that the desire for self-development is a natural human need, a quality cultivated by education, controlled by human will, determined by genotype and phenotype, having a primary, naturally determined, unbalanced and non-linear character, leading to self-realization of a person, increasing his/her freedom. From this perspective, self-development allows the individual to be a true subject of his life and to be able, under the influence of certain motives, to change his actions, behaviour or to put into practice forms of self-expression, self-improvement, self-actualisation, self-knowledge, to set specific goals and is considered a continuous process that is achieved. Here actual self-expression allows one's personality, behaviour, actions to be affirmed or strengthened; and self-improvement implies conscious management of the process of self-development, self-actualisation through awareness of the meaning of life, achieving full self-actualisation. Thus, the theoretical analysis discussed above allows us to identify complementary characteristics in the definition of general self-development, in particular professional self-development. Among other things, the main characteristics of self-development are conscious need, activity, and readiness. Therefore, emphasis is placed on the fact that activity, preparation play an important role as one of the psychological and pedagogical features of self-development of the personality of a modern future teacher. Among the main attributes and qualities of activity are reinforcement of the main characteristics of activity and initiative.

Accordingly, the concept of activity can be considered in two aspects: activity - as initiative, internal stimulus to action; activity - as intensity, quantitative - qualitative characteristic of activity. It contributes to the formation of individual style of professional activity through the understanding of professional self-development, own experience and best practices in the field of professional activity". Studying students as future teachers, he defines readiness for professional self-development as a personality quality orienting professional training for professional self-development on the basis of conscious self-regulation of educational-professional activity, providing productivity of stage-by-stage process of formation and integration of motivational, cognitive and conative components of future teacher's personality. The reflexive environment in the development of reflection in future teachers is not only the process of studying in a higher educational establishment (attendance, passing exams), but also a variety of practices as a process of the student's professional activity, namely, educational and psychological practices (1st year, 2nd semester), pedagogical and psychological practices (2nd year, 4th semester), pedagogical practices (3rd year, 6th semester) and industrial or (pre-diploma) pedagogical practices (4th year, 8th semester).

During these types of practice, students are exposed to real professional activities and have a conscious need to reflect on themselves and their future professional activities. Emphasis should be placed on this issue here. In the creation of a reflective environment one should not be detached from the learning activity of

future teachers, it is necessary to start with the development of professional reflection as a way of professional realization.

In accordance with the psychological and pedagogical characteristics of the personality of the future teacher, along with these factors, attention is focused on additional barriers. It is determined that the following barriers to the future teacher's self-development are not taken into account: - external objective barriers: low wages, insufficient to meet the needs; a large workload for work does not have time and opportunities for self-development; employment-taking care of family, children, relatives, differing in many times; an inexorable state of health, which leads to a lack of strength, time and time, and motivation to engage in professional introspection; - internal subjective barriers: lack of acquired conditions for self-development of employees for any reason at the workplace; negative socio-psychological climate in the team, manifestations of jealousy, medical care, influence from the board, conflict situations; support and support in the professional growth of employees from the management: - intraobjective barriers: lack of opportunities for self-development, a tendency to patterns and stereotypes; lack of motives and needs for self-development; underdevelopment of psychological mechanisms of self-knowledge and self-education: identification and reflection, self-perception and self-assessment; poor possession of "technologies" of self-exploration and self-education; - internal subjective barriers: unwillingness to show strong-willed efforts, to provide laziness and inertia for personal growth; a feeling of disappointment in the profession due to possible difficulties about satisfaction from it; self-confidence, based on a high level of self-worth and blocking the pursuit of perfection; tenderness and the established vaccination activity, personality rigidity.

At the same time, it can be noted that the study of professional self-development factors is important in the process of higher education not only in the initial accumulation of professional knowledge, but also in the conditions of implementation of professional activity. At the same time, personal and professional self-development of subjects of education, including teachers, is also determined by a complex of the following conditions: - internal conditions-system of intra-psychological factors determining active qualitative transformation of an individual's own inner world; - external and internal conditions-system of inter- and intra-psychological factors of personal development determined by participation in interaction on polysubjects community "teacher - pupil", "teacher - pupil - parent" and others; - external conditions-system of inter-psychological factors transmitted through introduction of innovative technologies in educational process. Here the internal determination of activity prevails, which includes the actualization of reflexive resource and leads to a fundamentally new approach to life activity. Consequently, in the process of professional self-development of a future teacher the following stable relations are manifested from two points of view: on the one hand, personal features influence the process and results of professional activity, on the other hand, personal self-development influences the specifics of professional activity and characteristics of educational environment.

Conclusion

Thus, the analysis allowed us to establish the readiness for professional self-development as a critical situation for active participation in professional self-development, take into account the specifics of professional activity, define as an active, conscious activity, develop the quality of psychological and pedagogical service of participants of professional self-discovery and educational process. Consequently, a future teacher's readiness for professional self-development is considered as a personal trait or quality. Its structure is distinguished by several interrelated components, which reflects the personality trait as an integral one. Thus, training for professional self-development research in recent years has shown that not only the effectiveness of the professional self-development process depends on it, but also its implementation. Activity as an intensity of professional self-development is manifested in a variety of subject's activities, which include - reading professional literature; - participation in trainings and training seminars, professional development; - participation in scientific and practical conferences (as a listener or speaker); - publishing articles in scientific journals and collections; - using new methods, implementing techniques; - developing new methods, techniques based on own experience and disseminating them; - helping less experienced colleagues in terms of mentoring.

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ӨЗІН – ӨЗІ ДАМУДЫҢ РЕФЛЕКСИЯЛЫҚ БАҒЫТТАРЫ

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Аңдатпа. Бұл мақалада болашақ мұғалімдердің рефлексиясын дамыту бағыттары теориялық талдау жағынан сипатталады. Рефлексия проблемасы ішкі психикалық актіні және субъектінің жағдайын түсіну процесі ретінде қазіргі педагогикалық және психологиялық ғылым аясында тереңірек түсінуді қажет етеді. Сондықтан рефлексияның ішкі құрылымын, сонымен қатар практикалық, теориялық және әдістемелік деңгейде даму мүмкіндігін зерттеу қажеттілігі – қарастырылып отырған тақырыптың өзектілігін көрсетеді. Рефлексия терминін және оның даму заңдылықтарын талдау негізінде болашақ мұғалімдердің рефлексиясын дамыту бағыттары ретінде рефлексиялық белсенділік, рефлексиялық ортаны қалыптастыру, рефлексиялық белсенділікке қатысушылардың субъектаралық қарым-қатынасын белсендіру, рефлексивтілікті өзектендіру сияқты ұғымдар назарға алынады. Осыған орай педагогикалық жағдаяттарды қалыптастыру негізге алынып, оның барысында өзіндік «Мен» туралы түсінік кеңейеді. Болашақ мұғалімдер өз іс-әрекеттеріне рефлексивті болады және өздерінің сезімдері мен тәжірибелерін саралай алады, сонымен қатар іс-әрекеттерін ұйымдастыруды мен ішкі әлеуетін ашуға көмектеседі. Философиялық, психологиялық және педагогикалық ғылымдарда мазмұны жағынан «бағыт» ұғымының анықтамаларын толықтыратын ұқсас көзқарастар бар. Бұл бағыттың мәні педагогикалық аспектіде үш жақты мағынамен анықталады: біріншіден, бағыт-бұл объектінің салдары мен жағдаяттардың жиынтығы; екіншіден, белгіленген жиынтық тұлғаның дамуына, тәрбиесіне және оқуына әсер етеді; үшіншіден, бағыттардың әсері дамудың, тәрбие мен оқытудың жеделдетілген немесе кешіктірілген процесінде айқындалады, сонымен қатар бағыт олардың динамикасы мен түпкілікті нәтижесіне әсер етуі мүмкін. Жалпы ғылыми және педагогикалық зерттеулердің нәтижелерін талқылау мен қорытындылау негізінде педагогика теориясы мен практикасында қалыптасқан рефлексиялық бағыттардың типологиялық классификациясын талдау жүзеге асырылады.

Осы ұстанымнан мақалада болашақ мұғалімдердің кәсіби дайындығында нәтижелі нәтиже беретін жолдардың бірі рефлексияны дамыту бағыттары болып табылатындығы атап өтілген.

Тірек сөздер: рефлексия, бағыт, рефлексивті іс-әрекет, рефлексивті орта, субъектаралық қарым-қатынас, рефлексивтік бағдар, жүйелі –ұйымдастырушылық бағыттар, дидактикалық бағыттар, педагогикалық – психологиялық бағыттар

РЕФЛЕКСИВНЫЕ НАПРАВЛЕНИЯ САМОРАЗВИТИЯ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация. В данной статье рассмотрены направления рефлексии будущих учителей с точки зрения теоретического анализа саморазвития будущих учителей. Проблема рефлексии как процесса осмысления внутреннего психического акта и состояния субъекта требует сознательного процесса оценивания мыслей, эмоций и поведения, а также принятых решений и перспективы будущей деятельности. Поэтому актуальна необходимость изучения внутренней структуры рефлексии, а также возможности формирования способности рефлексировать на практическом, теоретическом и методическом уровне. На основе анализа содержания термина «рефлексия» и его закономерностей, для формирования рефлексии будущих педагогов необходимо дать определение таким понятиям, как «рефлексивная деятельность», «формирование рефлексивной среды», «активизация межсубъектного общения участников рефлексивной деятельности», «актуализация рефлексивности». При формировании рефлексивных умений будущих учителей необходимо создание педагогических ситуаций, в ходе которых у молодых учителей появляется возможность расширить представление о своем собственном «Я». Будущие учителя станут рефлексивны в своих действиях и смогут дифференцировать собственные чувства и переживания, а также это может помочь в организации и раскрытии внутреннего потенциала профессиональной деятельности.

В философских, психологических и педагогических аспектах рассмотрения рефлексии существуют сходные по содержанию точки зрения, дополняющие термин «направление» (направление внимания и размышление человека о своих собственных мыслях, эмоциях, поступках, опыте, состоянии, мировоззрении). Основа рефлексии как направления внимания на себя, в педагогическом аспекте определяется в трех аспектах: во-первых, направление – это совокупность последствий и обстоятельств объекта; во-вторых, установленный набор влияет на развитие, воспитание и обучение личности; в-третьих, влияние направлений определяется в ускоренном или запаздывающем процессе развития, воспитания и обучения, а также направление может влиять на их динамику и конечный результат. Исходя из этой позиции в данной статье, описываются результаты исследования и обобщения общенаучных и педагогических исследований, осуществляется анализ типологической классификации рефлексивных направлений, сложившихся в теории и практике педагогики и используемые в профессиональной подготовке будущих учителей.

Ключевые слова: рефлексия, направленность, рефлексивная деятельность, рефлексивная среда, межсубъектное общение, рефлексивная ориентация, системно-организационные направления, дидактические направления, педагогико-психологические направления

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