

Wyższa Szkoła Lingwistyczna w Częstochowie

# **PROBLEMY NOWOCZESNEJ EDUKACJI**

The problems of modern education

**Tom X (Jubileuszowy)**

**Rozwój – Potencjał – Deficyty (III)**

Development – potential – deficiency (III)

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## **Methodological framework for the reflection development of pedagogical students**

The purpose of our study is to study the specifics of the reflection development of future professionals in preschool education in the process of acquiring higher education, i.e. at the initial stage of professional development, it is necessary to describe our understanding of this process and its factors. We consider professional development as one of the forms of personal development, as a multifaceted and complexly determined process with its specific structure and dynamics of development, during which the individual becomes a subject of professional activity and life in general. The leading factor in this process is reflection. (Schneider 2004, p. 600) Moreover, it is active reflection that makes professional development a personally significant process. (Shaposhnikova 2004, pp. 172–177) Empirical research has shown that in the process of professional development of specialists in socio-economic professions the most significant varieties (or reflexive components) are personal reflection and reflection of professional activity as relatively independent psychological phenomena. (Shaposhnikova 2004, pp. 172–177)

In the course of our research not only the low level of development of the components of the psychological structure of professional reflection (which is insufficient for effective pedagogical activity) was recorded, but also the lack of understanding of most graduates of the importance of reflection to improve their own pedagogical activity, its importance for self-development and successful professional career. As a result, students do not prefer to develop professional reflection. It has been found that a large number of students have such individual personality traits (e.g., aggression, suspicion, insecurity, irresponsibility), which are contraindicated for teachers and indicate professional incompetence and certain intrapersonal problems (e.g., psychological complexes). Moreover, indicators on many scales of methods (used in the study) indicate, in particular, blocking the development of reflexive mechanisms (including in the final year) by these internal factors (the same self-doubt, low self-esteem, poor self-understanding, self-blame etc.). That is, the student, as an adult, faces the problem

of overcoming these negative qualities (which in this case are psychological barriers to professional development, even if they are considered as certain age characteristics).

Thus, the findings of the study indicate that the existing system of professional training of future educators of preschool education does not contribute to the development of professional reflection and confirm the need to create conditions for the development of professional reflection in higher education. Without specially oriented influences, the development of professional reflection is slow.

It should also be noted that the impact on the development of professional reflection of future professionals in preschool education is mediated through a number of psychological personality traits (self-respect, self-interest, self-attitude, self-confidence, self-understanding, empathy, aggressiveness, suspicion, authoritarianism, striving for power and leadership, responsibility, etc.). That is: through these psychological properties of the individual it is possible to exert an indirect influence on professional reflection. It can be predicted that working on these psychological properties will have a positive effect on the level of professional reflection.

Thus, research and analysis of scientific sources have allowed us to conclude that effective way to develop professional reflection of future professionals of preschool education is a training program aimed at its formation. In this case, the indirect impact on professional reflection will be through the psychological properties of the individual, the development of which is both the purpose of training (reflected in the content of its modules) and a means of influencing professional reflection (its structural components).

Let's take a look at the basics of our shaping research phase. Covering our own approach to the formation of professional reflection of future specialists of preschool education institutions in the process of professional training, we will begin with a description of the basic principles of our approach: taking into account the theoretical foundations of the psychological phenomenon of reflection; the principle of development integrity; development support principle; the principle of compliance of the training content with the age characteristics of the development of self-awareness of students; dynamism, interest and semantic value of training sessions for students; variety of forms of work; principle of self-development.

Let's describe these principles in more detail. Let us recall that the development of reflection, as a psychological process and a mechanism of adaptation to the surrounding reality, can occur imperceptibly for a person. But in our work we mainly consider the ways of conscious purposeful work on the formation of reflection. Therefore, the scientific basis of the study is the general methodological thesis: self-determination processes unfold and manifest themselves in the process of real implementation of the activity in which the personality is included. (Asmolov 2002, p. 480)

Thus, in substantiating the process of forming professional reflection, we relied on the following scientific approaches and conceptual provisions of psychological science (concerning, among other things, this psychological phenomenon): activity approach (O.M. Leontiev, S.L. Rubinshtein, S.D. Maksymenko and others); subjective approach to personality (in our case, as an active subject of professional development) B.H. Ananiev, H.S. Kostiuk, S.L. Rubinshtein, V.O. Tatenko, T.M. Tytarenko, Ye.O. Klimov, M.S. Priazhnikov; scientific ideas about the process of personal and professional development (Ye.O. Klimov, M.S. Priazhnikov, V.A. Semychenko, L.B. Shneider, N.V. Chepeleva); theoretical positions and experimental researches on psychological essence of professional and pedagogical activity and formation of the personality of the teacher-educator (N.V. Kuzmina, A.K. Markova, L.M. Mitina, A.O. Rean, etc.); scientific and psychological provisions on the essence and patterns of personality development in adolescence (L.I. Bozhovnich, D.B. Elkonin, E. Erikson, O.M. Leontiev); theoretical and methodological principles of active social and psychological learning (V.H. Zakharov, L.A. Petrovska, K. Rodzhers, K. Fopel, N.Yu. Khriashcheva, T.S. Yatsenko).

According to the principle of the integrity of development, we can note that in our study it dictates the need to consider the formation of professional reflection in the context of the professional formation and general personal development of the student. Note that the professional development of a student's personality at this stage of professional development is based on the student's educational skills and personal qualities already formed at the previous stages of training. It is impossible to understand the features of professional development without considering the specifics of the leading activity at student age.

According to many scientists, at this age professional-oriented educational activity (or educational-professional activity) is the leading activity, which determines the main psychological neoplasms at this age (ability to reflect, formation of "I-concept" and life program, professional self-determination) and within which elements of future professional activity are born (Hontarovska 2005, pp. 32–41). Other researchers believe that one of three activities may dominate in student age: communication, cognition, and future work. (Zeer 2003, p. 487) In contrast to leading activities, they are called "determining". Determining activity determines the inner position of the young person, the peculiarities of his/her value orientations. (Zeer 2003, p. 487)

According to the principle of supporting development in training, such psychological conditions should be created that contribute to the growth of students' ability to professional reflection (for example, increasing the motivation of self-knowledge, activating reflexive processes, etc.). In particular, in the process of the formative experiment, we focus on the development of a complex of socio-genic abilities in students (according to Yu.M. Shvalb). These are: the ability to reflexively correlate one's own individual and personal values with the cultural

space, the ability to set goals for self-change, the ability to innovatively transform one's own way of life based on the new opportunities received, that is, to build new models of life. Thus, the training of professional reflection developed by us is based on the development of these personality abilities.

The principle of conformity of the training content to the age characteristics of the development of students' self-awareness requires taking into account the fact that adolescence is a period of intensive personal development and the initial stage of professional development.

Let us emphasize that the results of our research have shown that: acceptance by senior students of their own trajectory of professional development (the main neoplasm of this social-age group), based on the correlation of their "self-image" and future living and working conditions on reassessment, in this regard, professional values and meanings of pedagogical activity – occurs with certain problems. After all, the results on many scales of methods (which were used in the study) indicate, in particular, the blocking of the development of reflexive mechanisms (including on the graduating course) by certain internal factors, namely: self-doubt, low self-esteem, poor self-understanding, self-accusations etc.

When substantiating and developing a program for integrative training of professional reflection, we relied, among other things, on facts (for example, on the conditions for the development of reflection), proved in experimental studies. It has been established that the expansion of the sphere of professional reflection among students occurs more effectively under the condition of pedagogical management of this process at the stage of professional training, which should provide: understanding by students of the psychological essence of future professional activity, in particular, its awareness as fundamentally communicative one; awareness of one's own personality as the initiator of subject-subject interaction with other participants in this process, etc. (Shaposhnikova 2004, pp. 172–177)

The analysis of psychological and pedagogical sources allows us to state that a significant gap in the research of the problem of professional reflection development is that the mechanisms of its formation in the process of training at institution of higher education are not sufficiently described. And without taking into account the specifics of psychological mechanisms of formation of any psychological phenomenon, it is impossible to ensure the effectiveness of the implementation of even technological forms and methods of influencing the individual. And now let's move on to substantiate our own view on the process of forming professional reflection. As we have emphasized, scientific research states that this psychological phenomenon has a dynamic structure and develops most effectively in the process of professional, self-educational activities, self-development and specially organized trainings and workshops.

But, in our opinion, it is important to clarify: when does a future specialist face the question of the need to develop professional reflection and when a young person is already capable of self-development? Our hypothesis outlines the internal and external conditions for the development of this psychological phenomenon. We believe that the need for professional reflection and self-development arises in the context of the emergence and awareness of the problem situation, the solution of which requires the ability to self-knowledge, the ability to analyze their activities and behavior and increase their effectiveness. Awareness of this need and sociogenic ability to implement it are the basis for the development of reflection processes. The successful formation of professional reflection is facilitated by training, which, in particular, creates conditions for the development of certain personality traits, through which there is an indirect impact on professional reflection.

Let us recall the mentioned sociogenic abilities. These are: the ability to reflexively correlate one's own individual and personal values with the cultural space; the ability to set goals for self-change; the ability to innovatively transform own way of life on the basis of new opportunities received, that is, the ability to build new models of life.

Based on the generalization of theoretical and experimental research, the following psychological conditions for the development of professional reflection of future educators of preschool education have been identified: 1) a reflective environment (that is, creating conditions in which: behavioral introspection procedures; targeted exercises to reflect on one's own mental states and processes and communication processes; 2) feedback (the creation of which is provided by various forms of reflection; positive atmosphere; critical attitude to one's own personality, etc.); 3) modeling of professional situations of future professional activity; 4) actualization of students' subjectivity (through active teaching methods). These conditions allow activating the reflexive processes that occur in consciousness.

In our opinion, these conditions can be successfully implemented in the course of work with students during the training. The influence on the development of professional reflection (its structural components) is mediated through a number of psychological properties of the personality of students, which were discovered using correlation analysis (self-esteem, self-interest, self-attitude, self-confidence, self-understanding, empathy, benevolence, responsibility, interaction and cooperation skills, democratic style of pedagogical leadership, etc.). Therefore, the development of these properties (to which the content of the training modules is directed) is both the goal of training and a means of influencing the formation of professional reflection as a process that begins at higher educational institutions and continues throughout a person's professional life.

But in the proposed integrative training the formation of professional reflection is carried out not only by focusing on conscious, purposeful work on

their psychological characteristics, but also through the use of the procedure of actualization of reflection (which, in particular, promotes the acquisition of new skills, new ways of working).

In each training module, its participants (motivated for the best solution of the training tasks) are set such tasks (including those modeling professional activity) that students cannot successfully solve (after all, they have not yet performed such tasks, they do not have samples of such activities and therefore young people get worse results than they expected). In the event that there is a gap between the real and the desired result, the person asks himself/herself and others the question: why did not I succeed? Did I act correctly? what should I do to make it work the way I want? how to act better? That is, there is a problematization of the situation, leads to the realization that something needs to be changed and to act somehow differently. This becomes a challenge for a graduate (after all, he/she aspires to become a good specialist) and pushes him/her to search for the best solutions, to optimize his/her activities. An important psychological mechanism that manifests itself here: the discrepancy between the operational and technical and motivational aspects of activity.

Where and how can you get answers to these questions? The coach does not give instructions, advice, simple description of the stages of the task. But (so that students can independently find answers to the questions posed), it actualizes personal reflection (since the solution of this type of problematic situations requires the ability to self-knowledge, which manifests itself, among other things, in the conscious posing of the questions that are given above) and on its basis among the participants of the training the ability to analyze (simulated) professional activity and behavior begins to form and to improve their effectiveness. The coach supports these attempts of students to carry out a “reflexive exit” outside their life activities and make them an object of research and correlation of future professional activities. (Lepsky 2009, p. 327)

We believe that the development of professional reflection occurs due to the mechanism of the transition of activity from an internal form to an external one (V. Rybak), as opposed to the transition of activity from an external form to an internal one on the basis of a planned step-by-step formation of mental actions according to P.Ya. Halperin. That is, mental actions have already been formed that are inherent in personal reflection (as a person’s cognitive activity aimed at himself: as an ontogenetically earlier type of reflection), unfold from the internal plan of activity in the external on such a subject as the process of solving a professional situation (task). And thus, the process of forming professional reflection takes place.

We believe that the use of the reflexion actualization procedure in this model (the process of forming professional reflection) contributes to the development of professional reflection and equips a person with new means of more effective professional activity.



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## Summary

### METHODOLOGICAL FRAMEWORK FOR THE REFLECTION DEVELOPMENT OF PEDAGOGICAL STUDENTS

The article highlights the procedure and features of the training program organization aimed at the development of professional reflection of future professionals in preschool education. It has been noted that the influence on the development of professional reflection of future professionals in preschool education is mediated through a number of psychological personality traits (self-esteem, self-interest, self-attitude, self-confidence, self-understanding, empathy, aggressiveness, suspicion, authoritarianism, striving for power and leadership, responsibility etc). It is assumed that working on these psychological properties will have a positive effect on the level of professional reflection.

**Keywords:** development, personal development, reflection, professional reflection.



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