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The Methods On Diagnostics Of The Reflexive Abilities At Future Teachers-Psychologists

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Abstract

The article is devoted to the research of the main methods of diagnostics of reflexive abilities at future teachers-psychologists in the training process at a higher education institution via comparative qualitative research methods. As a result, before diagnosing and developing reflexive abilities at students, it is necessary to study the level of readiness for the development of these abilities, to prepare them for reflexive activity. In conclusion, each researcher chooses

which methods to use for diagnostics, depending on his views, principles, tasks and purposes.

Keywords: Pedagogical Reflection, Diagnostics, Methods, Abilities.

Los métodos de diagnóstico de las habilidades reflexivas en futuros profesores-psicólogos

Resumen

El artículo está dedicado a la investigación de los principales métodos de diagnóstico de habilidades reflexivas en futuros profesores-psicólogos en el proceso de capacitación en una institución de educación superior a través de métodos de investigación cualitativa comparativa. Como resultado, antes de diagnosticar y desarrollar habilidades reflexivas en los estudiantes, es necesario estudiar el nivel de preparación para el desarrollo de estas habilidades, para prepararlos para la actividad reflexiva. En conclusión, cada investigador elige qué métodos utilizar para el diagnóstico, según sus puntos de vista, principios, tareas y propósitos.

Palabras clave: reflexión pedagógica, diagnóstico, métodos, habilidades.

1. INTRODUCTION

The task of training of pedagogical personnel is especially relevant in the conditions of modernization of the Kazakhstan education system. Vocational training is directed to personal and professional self-development of the future teacher which mechanism is the reflection. The relevance of the research theme is confirmed by the fact that at the high school stage the strategic objective of student training must be the task not so much as transmission of new knowledge as the task of development of reflexive abilities, where their level and quality influence on the professional competence of the teacher. Studying of the reflection is carried out in many directions: the reflection in the context of thought processes; genetic direction of

reflection research; the reflection in the context of communication; the research of reflexive processes in managerial activity and management in general (Karpov, 2003); the reflection in activity aspect; personality reflection; creativity reflection; pedagogical direction of the research of reflection; reflection as mechanism of self-knowledge and self-understanding (Nishikawa & Izuta, 2019).

Foreign researches of reflexive processes concern the questions of personal and professional formation at students and they are based on theoretical approaches about the development of reflexivity and meta-cognition of such famous scientists as Dewey etc. Reflection research as the self-development mechanism Yurova (2008), Kusheverskaya (2007) caused the research of the main methods of diagnostics of reflexive abilities in the training process of future teachers-psychologists. Our analysis of works of the aforesaid authors allows to claim that the extensive actual material on the reflection problem in various directions was accumulated; the interesting experimental results, opening important regularities and mechanisms of reflexive phenomena, were received; a number of explanatory concepts in this area were formulated. Despite that, the analysis of scientific literature and real practice of the Kazakhstan higher schools shows that:

- 1) The research problem of the level on formedness of reflexive abilities at future teachers-psychologists is widely discussed in the modern psychological and pedagogical researches, however, the

characteristic of the levels on the development of the reflection at future teachers in many respects remains fragmentary;

2) There is no united complex diagnostic toolkit of methods which would be applied not only to the determination of the level of reflexive abilities, but also to their development;

3) The practice of the choice of methods for diagnostics depends on the views, principles, tasks and the researcher's purposes that often lead to the fact that results of researches of the same object do not coincide with each other.

4) The questions of diagnostics of the reflection at future teachers-psychologists in the Kazakhstan academic community are investigated extremely poorly and they are not emphasized especially. In general, the developed system of high school education in Kazakhstan does not assume the reflexive training at future teachers, because today it is not provided by the existing state standards.

It was caused by the relevance of the chosen subject matter. The results, obtained in the analysis of materials and collected by the authors of the research, contribute not only to the national science, but they are of great interest to foreign researchers as well, because:

- They will increase awareness of the academic community of the foreign and neighboring countries about diagnostic methods for determination not only the level of reflexive abilities of the personality, but also development;

- Together with it, they can form the base for the further theoretical and applied researches, devoted to the studying of the international experiment on further research of the questions on methods of diagnostics of reflexive abilities at future teachers in a higher education institution (Emmanuel et al., 2018).

2. THE RESEARCH RESULTS AND DISCUSSION

The problem area of our research includes the questions connected with the classification of methods of diagnostics of reflexive abilities at students – the future teachers-psychologists. The task on the determination of levels on the formation of the reflection is especially relevant in the context of education at future teachers-psychologists as in the training process in higher education institution the reflexive consciousness at students has to control the process of creation of the image for own future professional activity, critically comprehend its features. Idea about formation of reflexive ability at students in educational process is justified in the works of (Kusheverskaya, 2007; Yurova, 2008; Ushakova, 2013; Alekseev & Ladenko, 1987; Bessonova, 2007; Vulfov, 1995; Shorina, 2014; Barysheva, 2011; Sinelnikov, 2012; Maksimchenko, 2011).

Further researches on the classification of the toolkit on diagnostics of reflexive abilities show an insufficient representation of the valid diagnostic methods which were undergone experimental approbation. In spite of the fact that the feature of the concrete studied spheres on the application of reflexive abilities and uniqueness of the reflection subjects requires the narrow specification of methods, it is observed in modern psychological practice the excessive dispersion of the methods used for diagnostics of the reflection. Among the most widespread methods, having methodological justification and

experimental approbation, it should be noted the methods on diagnostics of the individual measure of expressiveness of reflexivity of Karpov (2003) where the reflection is understood as mental characteristic of consciousness. Diagnostic complexes on the reflection research, except this methods, include the methods on diagnostics of ability to self-knowledge; the research methods of personal constructs where the reflection is understood as ability to their judgment; the methods on determination of the locus of control when the reflection is represented an ability to assess objectively the life situation; the methods of diagnostics on creative thinking, that is cognitive component of the reflection, or thought process and other.

Thus, diagnostics of reflexive abilities is opened only in the general plan and it is one of the current problems of applied researches. The problem is caused by the fact that toolkit of diagnostics of reflexive abilities is extensive and diverse, and the aspects and sides of studying of such complex and voluminous phenomenon, like the reflection, are many. In this regard, it is required the narrow specification of the methods of diagnostics in each of the studied spheres of the reflection, in particular in the pedagogical sphere. Addressing to the consideration of types of methods, it is important to note that now there is no integrated specification. Based on the analysis of Aliyeva (2016), there should be given a brief description to each method of diagnostics of reflexive abilities at future teachers:

1. Methods on diagnostics of the individual measure of expressiveness of reflexivity.
2. Methods on the determination of the level of formedness of the pedagogical reflection.

3. Methods of the level of expressiveness and directivity of the reflection.

4. Methods on the determination of the level of formedness of the pedagogical reflection.

Among above-mentioned methods, the Karpov's (2003) technique on diagnostics of the individual measure of expressiveness of reflexivity is more popular as it has methodological justification and experimental approbation.

This technique is based on theoretical material which concretizes the general interpretation of the reflexivity and also a number of other essential features of this property. These representations can be summarized in the following provisions:

1. The reflexivity as mental characteristic represents one of the main aspects of that integrative mental reality which corresponds to the reflection in general. Two other its modules are the reflection in its procedural status and the reflection as the special mental state. These three modules are closely interconnected and inter-determine each other, forming, at the level of their synthesis, the qualitative definiteness designated by the concept reflection.

2. Diagnostics of a characteristic of reflexivity has to consider surely the differentiation of its manifestations by another important criterion, the basis - on its directivity. There are two types of reflection, which are conditionally designated as intra- and intersychic reflection. The first corresponds to reflexivity as the ability to self-perception of the content of own mentality and its

analysis, the second with the ability for an understanding of other people mentality, including along with reflexivity as the ability to be at the position of another person as well and the projection mechanisms, identification, empathy. 3. The content of the theoretical construct and also a spectrum, which is determined the behavioral manifestations - indicators of a characteristic of reflexivity, assumes the necessity of taking into account of three main types of the reflection which are distinguished according to the so-called temporary principle: situational (relevant), retrospective and perspective reflection (Elvira et al., 2018).

The situational reflection provides direct self-control of the personal behavior in the relevant situation, understanding of its elements, the analysis of the happening around, the ability of the subject to correlate his actions with the situation and to coordinate them according to the changing conditions and own state. The retrospective reflection is shown in inclination to the analysis of the activity, which was already executed in the past, and occurred events. In this case, the objects of reflection are the prerequisites, motives and the reasons for happening; the content of the last behavior and also its efficient parameters and, in particular, the made mistakes. The perspective reflection correlates: with the function of the analysis of the forthcoming activity, behavior; planning per se; forecasting of probable outcomes, etc. Its main behavioral characteristics are careful planning of details of own behavior, the frequency of appeal to future events, orientation to the future. The methods of Determination of the level of formedness of the pedagogical reflection according to O.V. Kalashnikova is intended on psycho-diagnostics of the pedagogical collective, but a statement of questions of the questionnaire allows to

carry out diagnostics of the students of pedagogical higher education institution at all courses. Application of the methods also allows for respondents to know themselves more deeply, to think about the questions which they did not ask earlier and also to bring them to the reflexive position during the passing of the test.

Vulfov (1995) developed the methods of the level of expressiveness and directivity of the reflection which allows estimating the extent of formedness of the self-reflection and social-reflection. The self-reflection is meant the reflection of own experiences, the analysis of the internal motives, desires, purposes; the social-reflection is the understanding and analysis of experiences of other people. Grant notes that the reflection needs to be considered in the context of communication, intercommunication that is in situations where it provides an understanding of yourself and another, formation of images of own and others Ego. The process of reflection includes, thus, the analysis of own thinking and also the reasoning for another person at communication with people and his understanding. In this regard, there were revealed two forms of the reflection: a reflection of own activity, thoughts, feelings, acts and reflection of the inner world of another person. It was caused by the separation of two scales of diagnostics in Grant's methods. Anisimov's technique Determination of the level of formedness of the pedagogical reflection is intended for diagnostics of the pedagogical collective, it is applicable for senior students who gained pedagogical experience at practical training. The technique represents the questionnaire, by means of which, it is

investigated the reflection on three criteria: the level of reflexivity of the personality, level of the collectivity of the personality and level of self-criticism of the personality.

It is necessary to notice that O.S. Anisimov's technique is more directed to the determination of reflexivity of thinking. Thus, this technique allows diagnosing the levels of development of personal, intellectual and cooperative components of reflexive competence. Besides above-mentioned methods of determination of the level of formedness of reflexive abilities in the methodological complexity of the research, we consider important to include the toolkits on diagnostics of structural components of the reflection – self-knowledge, introspection, self-assessment, self-development and empathy as the key factors of development, acquisition of competencies of the future teacher. Diagnostics of inclination to introspection can be made by means of the Karpov's (2003) methods of diagnostics of the individual measure of expressiveness of reflexivity, so far as the introspection and analysis are the processes starting up the reflection mechanism. Diagnostics of reflexive abilities and its structural components also provides studying of own personality by students, that is promoted to self-knowledge. Knowledge of yourself, own opportunities, reconsideration of own living position, knowledge of the internal contradictions is the basic from mechanisms of realization of reflexive processes. In our opinion, the most informative methods of diagnostics of self-knowledge, self-development, self-assessment and empathy are:

1. The methods of diagnostics of ability to self-knowledge what does it mean to know yourself?

2. The methods of diagnostics of ability to self-development, self-education.

3. The test-questionnaire determination of the level of the self-assessment.

4. The methods on diagnostics of the level of empathy abilities.

5. The methods on determination of the level of formedness of the pedagogical reflection.

But before diagnosing and developing reflexive abilities at students, it is necessary to study the level of readiness for the development of these abilities, to prepare them for reflexive activity.

3. CONCLUSION

On the basis of the conducted research, we can summarize that the analysis of the presented methods on diagnostics of the level of formedness of reflexive abilities at students – future teachers-psychologists once again shows that there is no united diagnostic toolkit, the system of diagnostic methods. Each researcher chooses which methods to use for diagnostics, depending on his views, principles, tasks and purposes, and it often leads to the fact that the research results of the same object are difficult to correlate among themselves. The important stage for the solution of this problem can be the creation of the complex of methods which would be applied not

only for the determination of the level of reflexive abilities but also to their development.

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