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DEVELOPMENT OF PROFESSIONAL REFLECTION OF FUTURE TEACHERS-PSYCHOLOGISTS

Today, the main goal of the higher education system is to train a competitive specialist who has developed a creative potential and is able to make independent decisions to improve the quality of learning outcomes. This issue also imposes huge tasks on the process of training future teachers-psychologists.

Creativity is given priority in the education system of the country. Therefore, the importance of reflection in pedagogical science is also increasing. In order to achieve the quality of Education, reflection must be essential in the activities of teachers. The main purpose of reflexive activity in the pedagogical process is to prove whether the result of a given task is "right" or "wrong", determine the effectiveness of the methods used, make your own decisions, and study the result of the action. Only in such creative activity will it be possible to set a successful goal and achieve results.

"In one definition of the word reflection, reflection is a thought - oriented thought, that is, it is not just a thought, it is the process of a person thinking about his own experience, differentiating advantages and disadvantages, acquiring new knowledge from the current situation. Here reflection comes from experience. Recognizing the requirements of the XXI century and taking into account the changes taking place in the education sector of the country, the reflexive participation of a teacher is a process that does not make mistakes, promotes sustainable development through a deep reflection of one's own experience" [1].

This phenomenon of human consciousness studies various aspects of philosophy, psychology, logic, pedagogy, etc.

In the psychological concept of S. L. Rubinstein, the leading role is assigned to reflection as a subject-activity approach. The scientist believes that the emergence of consciousness is due to the fact that a person experiences stress related to the

environment and himself. S. L. Rubinstein connected the definition of personality with the concepts of "reflection" and "self-knowledge". Presenting various definitions of personality, he concludes: "in real life, in self-consciousness, a person recognizes himself as a subject and understands what is his own "I", which means that a person" [2].

Many authors have come to the conclusion that only by adding reflection to an action does an individual become a researcher of his own activity. In human activity, reflection performs certain functions, as a result of reflection: a person achieves conscious planning, regulation and control of his own thinking (the relationship of thinking with self-regulation); it becomes possible to assess not only the reality of thoughts, but also their logical correctness; it contributes to finding answers to tasks that cannot be solved without the use of reflection.

Given that the main purpose of reflection is to remember, identify and understand the main components of an activity, the assimilation of its meaning, types, methods, problems, ways to solve them, the results obtained, etc. is carried out only when the reflection sent to the case is included, at the expense of which schemes of activity – approaches to solving practical problems are distinguished.

The problem of organizing and correcting educational activities is related to the success of its reasoning. Traditional pedagogy does not require either the teacher or students to understand what is happening, in which there is no place for reflexive activities. Instead, it is used to consolidate or summarize the acquired knowledge. The teacher is often provided with a ready-made set of tools for organizing the process of mastering knowledge at each stage. Individual-oriented learning involves setting a learning goal, developing a curriculum, developing a lesson system, and solving forms of reflection and evaluation.

Reflection-remembering, identifying and understanding the main components of the activity: its meaning, types, approaches, problems, ways to solve them, the results obtained, etc. therefore, reflection helps students formulate the results obtained, redefine the goal of upcoming work, and correct their own educational path. If for a person the physical organs of feeling are the source of his external

experience, reflection is a source of internal experience, a way of self — knowledge and a necessary means of thinking [3].

It is obvious that reflection is the most important activity of a teacher aimed at mastering the program based on the updated content of education. Reflection allows the student not only to master the acquired knowledge, but also to establish a logical connection between the acquired knowledge and upcoming topics, as well as systematize practical activities, compare the acquired competencies in the course of their educational activities with the indicators, achievements of other students, and draw results from it.

In the structure of the lesson, reflection is considered the most important stage. Special attention should be paid to the reflection of actions applied at the end of the lesson. Here the teacher becomes the main organizer, and the main characters are students.

In the current world practice of training future teachers-psychologists in higher educational institutions, special attention is paid to the development of a critical attitude to pedagogical activity, the ability to see its valuable aspects, study its meaning, and the development of the ability to reflexive in real-practical practice, the researcher K. O. Kaziyeu noted – the ability of a person to understand the essence of his actions, to reflect on them-to give himself a full and clear account of what he did, how he did it, or to recognize or deny the rules and schedules that he guided in the course of his actions" a specialist with a developed reflexive culture can creatively change his personal and professional stereotypes. It comes to the conclusion that self-consciousness is characterized by such professionally significant qualities as self-organization, self-analysis, self-actualization, and self-esteem" [4].

"Until now, the main principle of traditional education was the didactic principle of "What I say – the student understands". When analyzing the lesson, we paid special attention to the depth of knowledge of the teacher, the ability to convey them professionally, as well as the ability to use visual arts figuratively.

Currently, special attention is paid to subject-subject relations, creating maximum conditions for self-improvement of the student" [5].

Education is achieved only by adding reflection, thanks to which a person's activities are divided into ways to solve or discuss practical problems. Assimilation acts as a direct product of such a reflexive process. Reflection includes not only self-awareness, self-awareness, but also such processes as understanding and evaluating another. Through reflection, the relationship of one's own consciousness, values and opinions with the values of other people, opinions, relationships of groups, society and, finally, universal relations is achieved.

"If we expand the concept of reflection, it is, first, that the teacher, in addition to the tasks of "observer", "researcher" and "observer" in relation to himself, performs the tasks of "researcher" and "observer" in relation to others; secondly, the concepts of "level of reflection" and "reflex system" appear. Reflection also consists of thinking, generalizing, comparing, comparing, evaluating, thinking, remembering, and solving problems. Each level of reflection determines the content, concepts and reflections of the teacher's capabilities" said G. T. Urazova [6].

Reflection is the ability of an adult to analyze their educational activities and predict the results of their impact on the child. A reflective teacher is a teacher who thinks, analyzes, studies his own experience, and develops himself.

The problem of self-development is not a novelty in itself, this problem has been discussed at different times by different scientists. To study this topic, we asked students the following questions: What does our students understand as self-development, what significance does they attach to this concept, whether they are engaged in self-development in general, what qualities they want to develop in themselves and in what ways they develop them. In this regard, we have developed a questionnaire, which contains questions of interest to us, in which 75 students of 1-4 courses of the pedagogical Faculty of Korkyt Ata Kyzylorda State University took part.

"How do you understand what self-development is? Many students answered the question: "Self-development means self-improvement." It was 35 percent of respondents.

20 students who understand self-development as the acquisition of new knowledge accounted for 27% of the respondents.

The number of students who decided that "self-development is the development of positive personality traits" are 13 of 18, which surveyed. In addition, other answers were given to the question. Self-development is self-improvement in a particular field of activity (9%), development of abilities and abilities assigned to it (6%), self-improvement, understanding of culture and morality, and sports (4%). 1% of students answered the question "I do not know". Analyzing these answers, we came to the conclusion that most students of our faculty understand the active process of activity, which requires effort, and clearly understand what they need for themselves.

The second question is about what personal qualities future teachers-psychologists consider necessary to develop in themselves. The most necessary quality that the requested students want to develop is patience. This answer was chosen by 12 students. Further-perseverance-7, hard work - 3; self - confidence, courage-6, responsibility -11 students; readiness for communication -7; activity – 10 students; punctuality – 5, memory – 6 students showed development, and 5 respondents expressed a desire to develop their speech. They also attributed the qualities that require development - ingenuity, purposefulness, kindness, tolerance, honesty, leadership.

In order for students to successfully engage in the development of professional reflection, it is necessary, firstly, to create conditions based on the external conditions of this process, and secondly, to take into account the internal conditions of preparing for professional self-development. External conditions include the organization of research, psychology, exchange of best practices, features of their application in private practice, as well as the organization of independent work and a system of psychological and pedagogical self-education.

In this regard, the problem of self-identification of students in the process of professional training is relevant [6]. An important internal condition for professional self-development is its professional orientation, orientation to professional self-improvement.

The history of the formation of the process of self-development, the problems of professional and personal self-determination, self-improvement and self-development in the formation of a teacher's personality are considered in great detail by many modern scientists. The purpose of our work is to identify and show the understanding of future teachers – psychologists about the process of self-development, ways to implement it at the stage of professional training.

Reflexive skills of a teacher are a necessary and important quality of pedagogical activity, so we believe that the training of future teachers – psychologists should begin with the development of reflection. It is advisable to start working with future specialists in stages.

The first is the preparatory stage. Its components include motivational, information and communication services. In our opinion, in order to develop your own professional self-activity, the future specialist must have a direct "self-relationship" with the new information (without the influence of others). This relationship allows you to "filter" information from the inside, evaluate it, analyze it, and independently accumulate and compile new information

After getting acquainted with new information, the next stage begins – the stage of reflexive assessment of one's own actions. At this stage, future teachers-psychologists ask themselves various questions from the inside, looking for answers to them. We offered students to conduct reflection both verbally and in writing. In the process of oral reflection, they were required to express their opinions and compare them with other people's opinions. Written reflection through the presentation of opinions, the creation of a dialogue allowed us to solve some of the most important problematic issues. That is, it was possible to solve the problems encountered and determine the ways to achieve results.

In the activities of future teachers-psychologists, it is important to re-examine and rethink their own opinions and opinions formed in the process of communicating with students. This is called socio-perceptual reflection [7].

We all know that the professional development of a teacher, even of any other profession, is directly related to reflection. Professional development here implies not only technological or theoretical development, but also intellectual, emotional and personal development. A specialist who is not familiar with reflection looks like a river moving along a formed stream. And the reflexive specialist is able to quickly decide what to do at the right moment, find a way in any situation, that is, keep the reins in his hands and move forward.

There are many such works aimed at developing reflection in the professional activities of future teachers-psychologists. The desire for self-improvement through reflection is inherent in creative teachers, so through the development of reflection, future specialists have the opportunity to compare shortcomings and achievements in their professional activities, direct their activities to the result, to the goal in solving pedagogical tasks. Thus, we conclude that reflection is not only an assessment of yourself, your own actions, analysis, but also the knowledge of the thoughts of others, the improvement of your own weaknesses, the consideration of reflection as a factor in the desire to achieve perfection .

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