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DEVELOPMENT OF PEDAGOGICAL REFLECTION IN THE PROFESSIONAL TRAINING OF A TEACHER OF FOREIGN LANGUAGE

The article raises the problem of understanding the role of reflection in professional pedagogical activity. The urgency of diagnostics and formation of pedagogical reflection of trainee students is revealed. The author substantiates the possibility of managing the development of pedagogical reflection in undergraduate students in conditions of specially organized pedagogical activity. Described specifically designed tasks aimed at developing personal and communicative reflection of student interns. Approved methods of forming skills of personal and communicative reflection, proof of their effectiveness are presented. Taking into account the results of the conducted research, some recommendations are proposed, aimed at increasing the effectiveness of teaching students-trainees to the skills of pedagogical reflection.

Effective ways of forming personal reflection skills, according to teachers, are the following exercises: «The picture of the future» (for 100% of student trainees); «Monitoring motivation» (96%); «Mini-program» (87%); «Symbol of life success» (84%); «My achievements in life and profession» (68%); «The solution of life and professional problems» (68%); «My ideal of the professor» (66%); «Values of professional life» (65%); Resource (63%); «Pyramid of professional growth» (52%). Student interns indicated the following effects of these methods: the opportunity to re-evaluate the negative past experience and find in it a positive incentive for development; a concrete definition of the ways of the current self-control of motivation and behavior, ways of coping with life and professional problems, ways and means of self-development; the formation of a clear desired image of oneself in the future, a significant deepening of the various ideas about oneself, his «I», his inner world, the concretization and adjustment of the «image of the I»; strengthening the skills of effective self-analysis.

Key words: pedagogical reflection, personal and communicative reflection, reflexive skills, self-knowledge, self-esteem, self-reflection, self-correction.

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Шетел тілдері мұғалімін кәсіби даярлауда педагогикалық рефлексияны дамыту

Мақалада кәсіптік педагогикалық іс-әрекеттегі рефлексияның рөлін түсіну мәселесі қарастырылады. Студент-практиканттардың педагогикалық рефлексиясын диагностикалау мен қалыптастырудың өзектілігі анықталады. Студент-практиканттардың арнайы ұйымдастырылған педагогикалық іс-әрекеті жағдайындағы педагогикалық рефлексияның дамуын басқару мүмкіндіктерінің негіздемесі көрсетіледі. Студент-практиканттардың тұлғалық және коммуникативтік рефлексиясын дамытуға бағытталған арнайы тапсырмалардың түрлері сипатталған. Тұлғалық және коммуникативті рефлексия біліктіліктерін қалыптастырудың байқаудан өткен құралдары және олардың тиімділігінің дәлелдері беріледі. Кәсіби-тұлғалық даму

және өзін-өзі дамыту үдерістеріндегі, коммуникативтік рефлексиядағы тұлғалық рефлексияның және мұғалім мен студенттердің педагогикалық өзара әрекеттесу стратегиясын құрудың тұлғалық рефлексиялық тиімділігі баяндалады.

Жүргізілген зерттеулердің нәтижелерін ескере отырып, оқытуда студент-практиканттардың педагогикалық рефлексиялық біліктіліктерінің тиімділігін арттыруға бағытталған кейбір ұсыныстар беріледі. «Болашақ бейнесі», «Мониторинг мотивациясы», «Шағын бағдарлама», «Өмір табыстылығының символы», «Менің өмірдегі және кәсіптегі жетістіктерім», «Өмірлік және кәсіби мәселелерді шешу», «Менің профессорлық идеалым», «Кәсіби өмірдің құндылықтары», «Кәсіби өсу пирамидасы» және т.б. жаттығулар рефлексияны қалыптастырудың тиімді құралы болып табылады. Студент-практиканттар мына әдістердің: өткен тәжірибенің жағымсыз жақтарын қайта бағалау мүмкіндігі және одан дамуға жағымдылық беретін ынталандыруды табу; өзін-өзі дамыту жолдары мен құралдары, өмірлік және кәсіби мәселелерді жеңе білу құралдары, ағымдағы өзін-өзі бақылаудың мотивациялық және мінез-құлықтық жолдарын нақты анықтау; өзінің қалаған шынайы болашақ бейнесін, өзі туралы тереңдетілген әртүрлі көріністерді, өзінің ішкі жан дүниесін, «Мен бейнесін» нақтылау және түзету және өзін-өзі тиімді талдау дағдыларын жетілдіруді қалыптастырудың жағымды жақтарын атап көрсетті.

Түйін сөздер: педагогикалық рефлексия, тұлғалық және коммуникативтік рефлексия, рефлексиялық біліктілік, өзін-өзі тану, өзін-өзі бағалау, өзін-өзі түйсіну, өзін-өзі түзету.

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Развитие педагогической рефлексии в профессиональной подготовке учителя иностранного языка

В статье поднимается проблема понимания роли рефлексии в профессиональной педагогической деятельности. Раскрывается актуальность диагностики и формирования педагогической рефлексии студентов-практикантов. Приведено обоснование возможности управления развитием педагогической рефлексии у студентов-практикантов в условиях специально организованной педагогической деятельности. Описаны специально разработанные задания, направленные на развитие личностной и коммуникативной рефлексии студентов-практикантов. Представлены апробированные способы формирования умений личностной и коммуникативной рефлексии, доказательства их эффективности. Приведены эффекты личностной рефлексии в процессах профессионально-личностного развития и саморазвития, коммуникативной рефлексии – в построении развивающей стратегии педагогического взаимодействия учителей с студентами. Принимая во внимание результаты проведенного исследования, предлагаются некоторые рекомендации, направленные на повышение эффективности обучения студентов-практикантов умениям педагогической рефлексии.

Эффективными способами формирования навыков рефлексии являются следующие упражнения: «Картина будущего»; «Мотивация мониторинга»; «Мини-программа»; «Символ успеха жизни»; «Мои достижения в жизни и профессии»; «Решение жизненных и профессиональных проблем»; «Мой идеал профессора»; «Ценности профессиональной жизни»; «Пирамида профессионального роста» и др. Студенты-практиканты отметили позитивные стороны этих методов: возможность переоценить негативный прошлый опыт и найти в нем позитивный стимул для развития; конкретное определение путей текущего самоконтроля мотивации и поведения, способов преодоления жизненных и профессиональных проблем, путей и средств саморазвития; формирование четкого желаемого образа себя в будущем, значительное углубление различных представлений о себе, внутреннем мире, конкретизация и корректировка «образа Я»; укрепление навыков эффективного самоанализа.

Ключевые слова: педагогическая рефлексия, личностная и коммуникативная рефлексия, рефлексивная умения, самопознания, самооценка, самоосмысление, самокоррекции.

Introduction

Changes in the socio-cultural and economic life of the Republic of Kazakhstan, taking place in recent years, make great demands on the

professional training of the teacher. Therefore, the level of methodological competence of the teacher is of great importance. In the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 includes

requirements for the teacher of a new formation, as a subject not only to the organization of the educational process, but also to his own activity in general and his personality [1 p. 21].

Increased interest into the problem of reflection, the formation of the ability of the future teacher to pedagogical reflection in modern psychological and pedagogical science is explained by a change in the philosophical and educational paradigms that affirm the ideas and principles of personality-oriented education. However, a theoretical analysis of the literature, substantive and procedural aspects of vocational training indicates that the problem of developing the reflective ability of the student – the future teacher is not given proper attention. The analysis of the scientific literature has shown that by now in psychology and pedagogy a certain amount of knowledge is accumulated, necessary for the formulation and solution of the problem of the development of reflexive skills of students. In psychological science, reflexive processes are investigated that make it possible to understand the essence of such phenomena of the human psyche as the arbitrariness of self-knowledge, theoretical thinking; reveals the essence of the reflexive management of other activities; Reflexivity is studied as a psychic property [2, 3].

In pedagogical science the content of the concepts «pedagogical reflection» and «methodological reflection of the teacher» are revealed, the content and methods of forming the teacher's ability to pedagogical reflection are determined. The study of reflection has scientific and practical relevance due to the fact that many scientists note the influence of this phenomenon on the formation of the person's personality, on the development of his creative individuality [4,5,6].

The relevance of the study is due to:

- the need to expand the theoretical understanding of the pedagogical reflection of young teachers;
- tasks of humanizing pedagogical interaction in the «teacher-student» system;
- lack of elaboration of the problem of pedagogical reflection, functioning in professional interaction in the «teacher-student» system;
- need to develop and appropiate ways of forming reflexive skills among young teachers.

However, one of the key elements, which is a necessary condition for self-development of a professional, is insufficiently studied is the teacher's reflection. The study of pedagogical reflection as a component of professional activity requires concretization and need to theoretically substantiate

the role of types of reflection in the professional-personal life of teachers, to reveal its content and structural features, to determine the ways of forming reflexive skills.

Materials and methods of research

One of the key skills of a teacher of the 21st century is the teacher's ability to reflect on one's own practice, because only the reflective teacher has the opportunity for constant professional growth and self-improvement. In the conditions of transition to the new state standard of education in the framework of updating the content of secondary education in the Republic of Kazakhstan, this aspect has acquired a new content and relevance.

The issue of pedagogical reflection has been actively considered since the beginning of the last century in pedagogy, since it is precisely in the effective solution of this problem that the key to the success of the professional activity of each teacher is laid.

Kodzhaspirova G.M. points out that pedagogical reflection determines the attitude of the teacher towards himself as a subject of professional activity. «Reflection» is not only the knowledge or understanding by the subject of professional activity and himself, but also the elucidation of how much and how others (children, colleagues, parents) know and understand «reflecting,» personal characteristics, emotional responses, cognitive ideas» [7, p.125].

Taubaeva P.C. emphasizes that «if the subject of educational activity lacks reflection, it means that his inner world, his spirituality, morality are alienated, turned off from his activities. In this situation, he becomes completely dependent on external factors-stimuli, circumstances, influences, turns into an ideal functionary « [8, p.69]. Indeed, knowing himself, understanding people more deeply, a person is more and more freed from direct influence of others, unthinkingly following their requirements and expectations, from random impulsive actions.

The leading factor in the process of professionalization is the internal activity of the teacher's personality, manifested in various types of pedagogical reflection. The formation of reflexive skills among young teachers contributes to the intensification of the process of professional and personal development and the construction of a development strategy for pedagogical interaction of teachers with students and constructive business cooperation with colleagues.

The forming experiment included three main stages:

1) selection of subjects and diagnostic examination of the initial level of development of personal and communicative reflection on the indices of their content and structure differentiation, frequency and heterogeneity of reflexive actions;

2) implementation of the experimental program for the formation of methods of pedagogical reflection;

3) diagnostic examination of the final level of developing personal and communicative reflection of teachers, analysis and interpretation of the results following the results of the forming experiment.

At the stage of ascertaining the initial level of developing personal and communicative pedagogical reflection, the study included 4th year students of the specialty «Foreign Language: two foreign languages». Revealing the content and structural features of the students' reflections was carried out with the help of the cross-section method, content analysis of the self-characteristics and the student's essays «I-thoughts of others», modified method of personality constructs by Kelly J., the modified method for diagnosing reflexive actions Semenov S.I. and Stepanov S.Yu., statistical procedures of the Bannister index, Student's test and factor analysis. Detailed analysis and interpretation of the results obtained at the ascertaining stage of the study are presented in the works [9, p.73]. Students of the 4th course of the specialty «Foreign Language: two foreign languages» was formed to study the conditions and approbation of ways of forming reflexive skills.

The task of the experiment was the approbation and identification of effective ways of developing the skills of personal and communicative reflection among students. The assignment was developed on the basis of the following provisions:

- theoretical provisions on the activity of the individual in its development and self-development, basic life relations and contradictions (Rubinshtein S.L.);

- provisions formulated within the framework of the acmeological approach to the formation of a professional personality (Derkach A.A., A.A. Rean);

- provisions on the basic forms, levels and components of reflection (Bartsalkin V.N., Gutkin N.I., Kon I.S., Kondratyeva S.V., Krogius N.V., Burns R., Kulyutkin Yu.N., Suhobskaya G.S., Chesnokova I.I., Stepanov S.Yu.).

Individual and group forms of work, role and imitation games, creative workshops, discussions, visual and literary creativity, elements of psychogymnastics were used as ways to organize the activities of the participants. The proposed tasks

are not opposed to other methods of reflection used in practice. Rather, it is about the intensity of the presentation of the task, their diversity, focus on one or another component of pedagogical reflection, while observing a common theme. Work on mastering the skills of personal and communicative reflection included several stages: didactic, performing-improvising, concluding.

The didactic stage was represented by classes organized in the form of discussions aimed at explaining to teachers the significance of personal and communicative reflection in professional and personal development; formation in students the need for self-education of reflective qualities and formation of reflexive skills that promote the establishment of interpersonal relationships with students and colleagues, the development of their own individuality and awareness of the meaning of professional activity and life.

The performing and improvisational stage consisted of individual lessons in mastering the reflective skills of self-knowledge, self-esteem, self-reliance, self-reflection, self-correction, self-projecting and self-expression.

At this stage students realized the following tasks: reflection of personal and professional problems, their resolution; reflection of values, motives and meanings of their life activity and professional activity; a positive rethinking of past experience on the basis of retrospective reflection; reflection of actual motivation and emotions; formation and development of perspective reflection; self-motivation, development of the program of vital activity of self-development. The logic of constructing reflexive classes within the framework of the performing-improvising stage was the following:

1) actualization of the need for professional-personal self-development and co-creative relationships with fellow groupmates. This actualization was carried out through the development of self-diagnostic skills of professionally important qualities, the formation of an adequate self-image, the comprehension of the differences between the past, the real and desired «I», «I-with the eyes of students» self-identification of specific pedagogical stereotypes and the search for ways to overcome them.

Exercises were used: «School images» is the development of the skills of evaluating oneself from various points of view, taking into account the peculiarities of its «portrait» in the eyes of representatives of reference groups: students, parents, administrators, «Our stereotypes» revealing

and actualization of pedagogical stereotypes that reduce the adequacy of reflection.

«Ideological» and «methodological» stereotypes can be singled out., «Who am I» is self-diagnostics of the structure of the «image of the self,» a comparison of the «Image of the I-I» and «I- with the eyes of others», «Who is who» deep dialogue, the development of the ability to analyze their personal characteristics and the characteristics of the other outside of professional activity; formation of ideas and collection of material about the individual characteristics of others.

«Writing a psychological self-portrait» is developing self-diagnosis skills of professionally important qualities from the point of view of other people, students, colleagues, administration, «I-with the eyes of others» is self-diagnostics of the structure of the «image of the self,» a comparison of «the image of» I-I «and» eyes of others « is diagnosing their individual characteristics by each participant; understanding the differences between the real and the desired «I»; manifestation of unconscious ideas about oneself; receiving feedback from each teacher, «Mirror» is developing the skills of adequate communicative reflection, «My achievements in practice» is developing a positive «image of – I» formation personal retrospective reflection skills;

2) formation of skills of constructive reflexive analysis of pedagogical activity, personal and professional problems. The participants realized reflexive algorithms for resolving life contradictions, explored professional activity through appeal to cultural values, mastered the mechanisms of self-correction of emotional states. The exercises used: «Solving professional problems» is comprehending and correcting the subjective model of the professional pedagogue, forming a new system of knowledge about professionally important qualities, potential opportunities, «Restrictive decision» is rethinking decisions taken in the past and self-correction of emotional states,

«Resource» is reflecting the possibilities of achieving goals in professional activity and «I-perfect», «Plus-minus scale» for the lesson, «Anxiety» is fixing the reflexive way of self-correction of emotional states, «Improvisation of problem situations» the task of mastering the method of reflexive analysis. «Scarecrow» is the task of optimizing the components of the «I-concept» of the teacher by reflecting the qualities of the personality, «Meditation» is mastering the way of relaxing and reflecting one's sensations, thoughts, images;

3) coordination and development of meanings,

values, motives of professional and pedagogical activity. Participants built a holistic image of a full-fledged life and defined their own values of the profession, identified and coordinated conflicting motives, realized a lot of alternatives to professional growth, diagnosed the degree of integration of their own «I-concentration» and «I-professional.»

The exercises were used: «Values of professional life» is creating a reflexive image of a professional teacher, the identification of features of the «I-professional ideal», the formation of a new system of knowledge about professionally important qualities, their potential capabilities,

«Pyramid of Professional Growth» is updating professional expectations and forming ideas about the stages and multi-alternative professional growth. The exercise allows you to diagnose synthetically the reflection, helps the teacher to develop a strategy for his/her professional future, realize his/her productivity in professional development, contributes to «keeping» the «I» on a professional ideal, improvement in mastering the profession, «My ideal of the professional» is the comprehension and correction of the subjective reference model of the professional teacher, the formation of a new system of knowledge about professionally important qualities, their potential capabilities. The «symbol of life success» is creating an active reflexive situation that allows the main I- project, generalize, conceptualize the future. Exercise allows you to orient the teacher to a multifaceted, wealth of images of «I», «Monitoring motivation» is analyzing and harmonizing their own conflicting motives [10, pp.101 – 109];

4) formation of skills of personal perspective reflection. Students comprehended their professional prospects, diagnosed their own personal activity in professional development.

Method «New Self» is used to realize and optimize the distance between «I-real» and «I-ideal», «View from the future» is developing personal actual and perspective reflection, «Mini-program» is teaching self-motivation to achieve planned results, «Self-professionalization and improvement» is activating the personal perspective reflection of teachers for creating a program of independent actions in professional and personal development, «The Picture of the Future» is developing the skills of perspective reflection through creating strategic life plan for the next 5 years and a motivating motto for the next 2 years. At the final stage of the experiment, trainee students used reflexive skills, mastered through elaboration and construction at the performing stage, in real pedagogical activity

and pedagogical interaction. At the same time, the requirements for the development of personal traits, noted by L.S. Vygotsky [11, p.137], were taken into account, and consisted in the fact that reflexive qualities fulfilling the role of «tertiary conditions» in the development of the personality refer to the most late forming in ontogeny.

Results and discussion

As criteria for assessing the effectiveness of the experiment on the formation of skills of pedagogical reflection of trainee students, the difference between the indicators of the actual level of the content and structural characteristics of the personal and communicative reflection of the tested experimental group before and after the forming experiment was considered.

To determine the degree of differentiation of personal and communicative reflection of trainee students, the parameter of «cognitive complexity-simplicity» according to Bannister was used. The higher the Bannister index, the greater the number of constants repeating, duplicating each other, the less differentiated is the reflection, the more pronounced cognitive simplicity. From the information obtained through statistical processing, there is evidence that there were statistically significant positive changes in the group in terms of the differentiation of pedagogical personal and communicative reflection. Statistically significant differences were found between the initial and final level of expression of such components of pedagogical reflection as the frequency and heterogeneity of reflexive actions used by teachers in the course of reflexion. This fact is especially important, since the number of reflexive actions is an indicator of the energy (motive) force of the motives of the student's perceptive-reflective activity.

Thus, under the conditions of the experiment, the participants of the group are motivated to realize pedagogical reflection as an important component of their professional pedagogical activity.

In the experimental group, such an indicator as the level of complexity of reflexive actions used by students in the implementation of communicative reflexion was also expressed.

If only the reflexive actions of a simple level (assertion, fixation, self-esteem, confidence) were revealed before the formative experiment in the described form of reflection, then in the course of the experiment the teachers mastered reflexive actions of a more complex level (rethinking the position of the subject of interaction, reasoning, predicting the development of quality, an indication of the degree

of development of the property, the identification of different aspects of the property), which was recorded in the diagnosis of the final results of the study.

One of the ways of analyzing the results of the influence of the formative experiment on the development of pedagogical reflection of internship students is to study self-reports and feedback from participants after the group's work. It may seem that self-reports are only subjective and cannot be used as a criterion for the effectiveness of the experiment. However, if we rely on the phenomenological approach, we must recognize that such self-reports can give excellent material, sometimes in many respects by brightness, emotional saturation, depth superior to that material, which was obtained through objective, but most often limited by various methods, diagnostics.

According to L.A. Petrovskaya, it is important to take into account the fact that «the subjective feelings fixed by participants in the answers are often the same effect that is the main goal of the training. If a participant, for example, reports that as a result of his studies he has ceased to experience a certain discomfort in communication, then such a subjective assessment is probably not inferior in importance to any objective indicator» [12, p. 152].

While giving a general description of the results of the experiment, reflected in the participants' self-reports, it is necessary to note a significant point: in almost all self-reports and reviews, the significance and usefulness of the work performed is noted. Most students emphasize a positive emotional effect, in all reviews, satisfaction with the results of work is expressed.

Effective ways of forming personal reflection skills, according to teachers, are the following exercises: «The picture of the future» (for 100% of student trainees); «Monitoring motivation» (96%); «Mini-program» (87%); «Symbol of life success» (84%); «My achievements in life and profession» (68%); «The solution of life and professional problems» (68%); «My ideal of the professor» (66%); «Values of professional life» (65%); Resource (63%); «Pyramid of professional growth» (52%). Student interns indicated the following effects of these methods: the opportunity to re-evaluate the negative past experience and find in it a positive incentive for development; a concrete definition of the ways of the current self-control of motivation and behavior, ways of coping with life and professional problems, ways and means of self-development; the formation of a clear desired image of oneself in the future, a significant deepening of the various ideas about oneself, his «I», his inner

world, the concretization and adjustment of the «image of the I»; strengthening the skills of effective self-analysis.

– Participants noted the effectiveness of such methods of forming communicative reflection skills as «School Images» (100%), «Our Stereotypes» (97%), «Improvisation of Problem Situations» (89%), «Declaration of Survival» of teachers and students «(82%), «Who's Who» (78%), «Scarecrow» (73%), «Mirror» (57%), which allowed teachers:

– to form an adequate self-image in the eyes of other subjects of pedagogical interaction and to change their perception; to overcome pedagogical stereotypes in relation to students of different learning success and degree of emotional attractiveness; self-determination and adaptation in a professional team;

– develop a sense of community, cohesion, a single goal; to form bright subjective changes of internal changes concerning the revision of relations to oneself, to the surrounding people with whom the teacher has to communicate, to make contact, to the world in general;

– master the ways of carrying out deep communication, which is «built» on the basis of the application of humanistic attitudes.

– taking into account the mentioned results, the following methodical recommendations are proposed, aimed at forming the pedagogical reflection of student interns:

– explaining to students the significance of personal reflection skills for managing professional self-development;

– setting before teachers task of forming the skills of communicative reflection, which are capable of forming adequate subject-subject relationships in the systems of «teacher-student», «teacher-teacher»;

– inclusion of the student in a specially organized activity to correct reflexive ideas aimed at understanding students;

– participation of the student in seminars on development of reflective skills of self-knowledge, self-esteem, self-reliance, self-comprehension, self-correction, self-projecting and self-expression;

– use of the acquired knowledge by the student of the realization of personal and communicative reflection in real activity for the purpose of professional and personal development.

Conclusion

As studies show, the system of professional training of the future teacher will be effective if we follow the following recommendations:

– educational and professional environment is considered as the most important pedagogical condition ensuring the success of the future specialist's advancement in the profession and self-assertion in it;

– content of psychological, pedagogical and methodical disciplines is directed not only to the formation of a system of fundamental theoretical knowledge, but also to the upbringing of a spiritually-moral, creative, open to all new personality;

– process of forming a student's psychological readiness for practical activities is part of a holistic, purposeful system of vocational training.

The development of reflexive creative thinking, the realization of its importance for the creative solution of professional tasks will help to activate cognitive activity of students and systematic work to improve their professional competence. An important role in the development of professional reflective abilities and abilities of future specialists is assigned to university teachers, who themselves must have a high level of professional reflection development and possess reflexive technologies for solving educational and professional problems in order to train students.

The foregoing allows us to draw a practical conclusion about the possibility of more effective influence on the formation of pedagogical reflection of undergraduate students in conditions of specially organized training that provides for the training of personal and communicative types of pedagogical reflection. The developed and approved ways of forming the skills of personal and communicative reflection of internship students have proved their effectiveness and can be used in combination with other methods and as the main means for psychological and pedagogical support of professional and personal improvement and constructing an interaction development strategy in the system of «teacher – student «,» teacher – teacher «.

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