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**PROFESSIONAL REFLECTION OF PRIMARY SCHOOL TEACHER:
CONTENT AND STRUCTURE**

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Abstract. *The article deals with the problem of primary school teacher's professional reflection. The author's model includes: content, structure and components (cognitive, emotional and evaluative, operational and technological) of pedagogue's professional reflection that determine the pedagogue's values-based attitude to professional reflection. The necessity of introducing this model in the process of future primary school teachers training is justified.*

Keywords: *reflection, professional reflection, primary school teacher, professional training.*

Reformation of the educational system following the humanistic principles in difficult conditions of social and economic change requires rethinking of conceptual approaches to future teachers training. The urgency of solving this problem is determined by the legal documents that regulate the activities of the educational sphere.

However, theoretical analysis of scientific literature and analysis of practices of primary school teachers professional training reveals that traditional pedagogical training, as a rule, does not provide the development of primary school teachers capacity of a profound realization of their own professional actions and achievements, setting goals, adequate in a concrete professional situation, correlation of the level of their own professional development and the achievements of primary school children.

Herewith, the analysis of scientific literature allows to conclude that despite a number of studies in the field of reflection, the proper problem of the development of primary school teachers' professional reflection in professional training hasn't been studied well enough.

These considerations have enabled the author to build a model of professional reflection structure, whose structure includes the following components: axiological (value and motivational), cognitive, emotional-evaluative, operational, personality-based (Table. 1).

Distinguishing of the *axiological component* is due to the popular with a large number of researchers idea that the core of the personality that determines all his partial manifestations is values and motivational sphere as a complex and interconnected system of human motives and aspirations important for a given individual values, goals, senses that determine the orientation of his activities.

In particular, H. Ball, based on the conception of A. Maslow and V. Frankl, describes such personality's values and motivational traits which prove his progressive development [3] as: a) the dominant role of the need for self-actualization, the presence of "life-long matter", to which a person is devoted about which cares more than the protection of his own "me"; b) the leading role

of higher existential values (goodness, truth, justice, beauty, etc.) in the system, used by the individual, forming individual version of the life sense.

In the context of the research among the leading values should be the value of self-cognition in the professional field, carried out with the help of professional reflection [20].

Value-based attitude of the teacher to professional reflection is manifested in: 1) teacher's effort to understand the internal mechanisms of teaching and upbringing, to understand the factors and conditions of various educational influences effectiveness; to single out and analyze problematic situations of professional and educational activity; 2) orientation of the teacher's structural analysis of his professional experience, his availability to others; 3) focus on the distinguishing from the overall context of professional activity definite independent tasks whose solution requires finding out special alternative means of their implementation; 4) the desire to realize his own professional goals and professional and personal value-based orientations as real determinants of professional activity.

Also, it is worth taking into account that structural core of value-based and motivational sphere is its temporal orientation - a set of interrelated and significant for a person purposes of life, which orient thoughts, feelings, actions both in the near and distant future due to their retrospective, situational and prospective reflection [3 etc.].

Distinguishing in the structure of personality, in addition to values-based and motivational instrumental component (style of behavior, ability, knowledge, ways etc. as means of direction realization), H. Ball describes important instrumental traits of progressively developing personality. It is is, *firstly*, an ability of activity self-regulation based on the mechanisms of reflective thinking; *secondly*, the preference of not proper knowledge, but competence as an ability to cope with essential for certain spheres of personality life, including designing their life-long, professional way and based on acquiring new knowledge and skills; *thirdly*, a realistic perception of the world, openness to new experience and the search for truth; the ability to change their own point of view, taking into account the views of others and thus expanding their own vision problems; *fourthly*, provision of the integrity and harmony of the individual on the basis of a positive self-image, positive or neutral (as opposed to neurotic fear) attitude towards the unknown, the unexpected, sense of humor together with volitional activity that allows to overcome internal and external obstacles on the way to individual's values realization, implementation of its goals and life strategies, etc. [3].

Important components of professional reflection are cognitive, emotional and evaluative, and operational-technological components of providing systemic reflection (self-cognition, self-exploration, self-assessment, self-control, etc.).

Thus, the cognitive component implies self-exploration, self-awareness and self-cognition of oneself as a professional, primary school teacher, his style of activity, interaction with students. Without reflexive study professional subject knowledge are "dispersed" in mind, and their integration aimed at determining the further direction of professional actions is complicated and often simply impossible.

The objects of teacher's self-cognition can also be: professional and pedagogical orientation, pedagogical skills, special knowledge and skills, the level of own activity, character peculiarities, etc., that provide the process of teacher's adequate perception of his students, and through them, like reflected in the mirror, perception of himself [5; 6 et al.].

Self-knowledge is a set of teacher's ideas about the rules, regulations, requirements, values that prevail in the educational community. The top of self-cognition is the search for the life sense, one's own true "Me" through matching it with social and personal values, universal and personal morality or by reference to scientific research of comparing their results with their own individual and psychological characteristics, life principles.

Emotional and evaluative component of professional reflection conveys the features of self-perception of oneself as an educator and self-esteem of oneself as a primary school teacher, the ability to adequately assess oneself as a specialist and educational situation as an integral part of life in the context of interaction of all the subjects of the educational process.

As it is known, the basis of self-assessment is formed by a system the individual's personal senses, accepted by him a system of values, which allow to assess their strength, opportunities, to reconcile the idea about them with the requirements of the environment in general. Thus, depending on the degree of height and adequacy, self-esteem can stimulate or inhibit teacher's personality professional development, determine global self-attitude of man to himself as a person and as a specialist as a result of experiences, their understanding and acceptance.

Self-esteem impacts also the level of teacher's professional goals, the complexity of tasks he meets in his professional activity. To provide teacher's adequate self-esteem, it is necessary to develop his capacity for self-observation of his actions, thoughts, feelings, mental states, his self-awareness and self-report. So T. Kolysheva differentiates initial self-analysis appearing on the stage of revealing and realizing certain contradictions professional and teaching activity and their causes, critical analysis of their own skills, and summarizing self-analysis that the researcher refers to the final stage of reflective activity of comprehending the results of the initial self-analysis and revealing the opportunities of their use in pedagogical practice [4].

It should be taken into account that practically teacher should very rapidly and flexibly respond to changes during the educational interaction, make effective constructive which are adequate for the situation. That's why an

important component of professional reflection is operational and technological component, aimed at self-organization, self-regulation and self-reflection of professional reflection success, which, in the opinion by B. Zeyharnik provide not only conscious organization of actions with the help of means directed to its optimization, but also mastery, conscious control, self-motivation. [8]

V. Frankl argues that personal existence implies an opportunity to become a different person, "the truly human in man starts where she takes the will to resist the dependence on his own type" [11]. That's why an important indicator of professional reflection is an ability to conscious self-consciousness, self-efficacy as a sense of own competence and efficiency. With the respect to the latter, L.Orban-Lembryk notes that individuals "... endowed with high self-efficacy are more insistent, less anxious, learn better and are not prone to depression" [9, p. 139]. In addition, the researcher points to the need for person's awareness of his dignity, that is, the idea of his value as a personality, which is one of the ways of understanding being liable to himself.

Self-control performs the function of the stabilization and adjustment of pedagogical actions based on the comparison of pedagogical activity objective with the results of its practical implementation. Self-regulation combines the ability to plan their activities according to external conditions and possibilities of the subject, to inhibit those intentions that prevent the achievement of activity goals, are inadequate to external conditions of personality capabilities.

It is clear that revealing the contents of reflection is impossible without the notion of *internal capacity*, which implies a certain level of intellectual, emotional, volitional, and physical abilities, practical skills, which are determined by socio-economic and cultural and historical conditions and are revealed in the field of the given personality activity. Since the potential personality development is inherent to himself, his needs and abilities, especially aimed at self-development. According to B.Lomov [7], the human potential can be presented by his abilities, the system of knowledge, skills and aptitude. According to A. Derkach and V.Zazykin potential is not only what is given by nature, but also a system of knowledge and skills, personal traits that are constantly replenished, renewed and improved, which is naturally connected with personal and individual and professional development

According to the concept of B. Ananiev, potential is revealed in interactions of symptom-based sets of the properties of various levels of human organization. According to the scientist "higher integration of subject properties is an art, and the most generalized effects (potentials) are the abilities and talent" [1].

They distinguish [7; 11 et al.]: a) *biological potential* (type of nervous system, which activates or inhibits the activity); b) *mental potential* (level of mental processes development); c) *characterological potential* (personal properties and character properties, including professionally important

properties of the person); d) the *potential of direction* (the level and nature of success and achievement motivation, the activity of the individual, his interests, outlook); e) *creative potential* as a set of resources that allow to create new, original products (creative direction of professional interests, the need for innovative activities, propensity for innovation, a high level of intelligence, developed imagination, independence, ability to manage the conditions, stimulate creativity, etc.); f) *person's action-based potential*, which is determined by goal-orientation, ability to independently set goals, choose or create original and yet appropriate means and ways, by highlighting a balanced risk, confidence in decision-making, by high efficiency, productivity, diligence and performance discipline, ability to adequate critical evaluation of the activity results and the ability to learn from the experience; is based on internal orientation on self-development and self-improvement, capacity for reflection, self-diagnosis, self-correction, and self-preventive measures, self-therapy, adequate evaluation of the prospects of life and so on.

That's why an important component of professional reflection is a personal component that is expressed primarily by reflexivity as an ability to self-cognizing and self-analyzing of oneself and others, which leads to revealing the reserves and resources of human development, self-deevelopment, self-education, self-improvement etc. In this regard, researchers distinguish the following characteristics of teachers based on professional reflection: 1) ability to analyze and to adequately evaluate their professional activities and adopt a constructive experience of colleagues based on a thorough theoretical and practical training; 2) the ability to anticipate, determine the conditions, ways and means of improving their own professional activity; 3) the ability to adjust their professional activity and its scientific methods considering social transformations, changing conditions of nowadays; 4) willingness to raise the level of professional competence based on awareness of current trends in the psychological and pedagogical science and innovative technologies of professional activity, etc. [5; 6; 10 et al.].

In the structure of professional reflection several components can be distinguished, those that determine the values-based attitude of the teacher to professional reflection, his reflexivity, due to which primary school teacher performs self-exploration, self-cognition, self-control of the peculiarities of educational interaction with younger students (pedagogical reflection), interaction with other subjects of educational process (business reflection), himself as a specialist (self-reflection).

Table 1.

Model of primary school teachers' professional reflection

	Parameters of professional reflection	Intraindividual level	Interindivid level	Integrative level
Axiological	Values-based attitude to the reflection	Pedagogue's reflexive attitude to the professional activity, motives of self-cognition, self-education, self-upbringing	Motives of cognizing perception and other people's treatment	Professional reflection as a value
Cognitive	Knowledge of the content of professional reflection, ways and means of its implementation	Knowledge of self-reflection, understanding one's own style of pedagogical activity, professionally significant personality traits	Knowledge of the reflection as a feedback of other persons, reflection of one's own activity style in its correlation to the younger learners' activity.	Self-exploration and self-cognition
Emotional and evaluative	Self-estimation	Assessment of one's own professionally significant personality traits	Assessment of the peculiarities of other people perception, in assessment of the adequacy of the chosen strategy	Self-estimation
Operational and technological	Abilities and skills of professional reflection	Skills and aptitudes of self-reflection on understanding one's own professional activity, its foreground tasks, determining adequate means and ways of their effective use	Pedagogue's skills and aptitudes to imagine student's developed picture of the situation, together with pedagogue's seeing himself from the view of students in various situations aimed at relevant adjustment of the educational process	Self-control
Personality-based	Abilities that enable the opportunity of professional reflection performance	Capacity for self-analysis of professional activity and professionally significant personality traits	Capacity for the analysis of other people's perception	Reflexivity as an ability to realizing one's own professional experience

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