

DEVELOPING PROSPECTIVE TEACHERS' REFLEXIVITY IN THE PROCESS OF PROFESSIONAL TRAINING

^aLILIA KLOCHEK, ^bZLATA RZHEVSKA-SHTEFAN,
^cSERGIY MELNYCHUK, ^dOLENA BLYZNIUKOVA,
^eANZHELA GELBAK, ^fIRYNA MANKOVSKA

^{a,b,c,d}Volodymyr Vynnychenko Central Ukrainian State
 Pedagogical University, 1, Shevchenko Str., 25000,
 Kropyvnytskyi, Ukraine

^eThe Kirovohrad Regional Institute of the Postgraduate
 Pedagogical Education in the Name of Vasyl Sukhomlinsky,
 39/63, Velyka Perspektivna Str., 25006, Kropyvniitskiy, Ukraine
^fBorys Grinchenko Kyiv University, 18/1, Bulvarno-Kudriavska
 Str., 04053, Kyiv, Ukraine

email: ^aklochek155@i.ua, ^brzlata@yahoo.com,
^csergiymelnychuk8@gmail.com, ^dblyus@yahoo.com,
^eangela223@ukr.net, ^fmankovska1@gmail.com

Abstract: The article aims to study the development of reflexivity in future teachers in their professional training. It is pointed out that reflexivity is a personal formation. The pedagogical activity provides the teacher's comprehension and rethinking of his personal and professional manifestations and interactions with students. It is emphasized that reflexivity acts as a unique formation, and its manifestation at the mental level reflects a personal, professional, and social one. Future teachers' personal reflection is carried out by understanding and rethinking their meanings and values. The professional reflection is boiled down to understanding the meaningful parameters of professional self-awareness. Social reflection provides an opportunity to qualitatively assess one's ability to solve problem situations in pedagogical interactions. The research methods are substantiated, and the obtained results are presented. It is revealed that this education reached the highest level of development in senior students. In developing personal reflection, students who have experience of pedagogical practice in school strive for self-improvement, rethinking their values, and seeing as potential pedagogical activity subjects. It was found that students of different courses can establish close interaction with students based on developed connections. Still, senior students – those studying in the master's program of the university have tremendous potential for more significant courses of the pedagogical process. It is proved that the progressive development of future teachers' ability to reflect on their social manifestations, analyze the situation of interaction with students, draw the right conclusions.

Keywords: Personal reflection, Professional reflection, Prospective teachers, Reflexivity, Social reflection.

1 Introduction

At the present stage of our State's development and in the context of implementing the idea of the New Ukrainian School, professional training of prospective students as highly skilled specialists contemplates developing their professional competencies to optimize the training process, to adjust dialogic communicative interaction with pupils of various age groups, to apply individual approach to each of them, to administer assistance to both the students and their parents in dealing with complex modern social and psychological issues. Shaping the above skills is determined by a number of social conditions originating in the context of professional training of students of pedagogical higher education institutions as well as by psychological factors. Amongst the latter, significant role is played by development of prospective teachers' reflexivity as a personal formation that will ensure comprehension and reinterpretation of their personal and professional manifestations, pedagogical progress, situations of interacting with schoolchildren in professional activity.

Psychological science often considers reflexivity in correlation with the notion of reflection to which various researchers add their own shades of understanding. Thus, reflection is interpreted as a psychological mechanism that provides for renewal and further development of human ability to reflect and reinterpret [5]; the process of reconstructing of meanings of one's consciousness [4]; reflection, regulation, and realization of intentions by a person in relation to components of own "Self" [10]. According to S.Yu. Stepanov [22], the reflection mechanism fosters transformation of one's conception of oneself and behavior in problematic situations when it is necessary to mobilize one's potential and to reconsider way of interaction with the environment.

In some researches, reflection is viewed as a process. Particularly, L.A. Naidenova [14] defines reflection as individual's reconsideration and conferring of new meaning to events and situations, which foster development of individual's life environment, psychological atmosphere of being. O.M. Miller [13] emphasized on reevaluation of one's own activity, being an important condition for personal development. G.A. Klekovkin [7] stressed that reflection of one's own activity brings its results to a qualitatively new level. The researcher considered that one's awareness of personal shortcomings and self-development potential aids in this process. Similarly, O.M. Anisimov [1] emphasized that namely due to reflection a person is able to direct attention from situational things towards the meaningful ones: one rethinks personal psychic abilities and realizes integrity of his own Self.

A.V. Karpov, who researched into the human activity reflexive regulation process, defines reflection as a special form of psychic reality that simultaneously synthesizes unique and human-only typical feature, as well as a person's process of rethinking own senses, and state of awareness of both intrapsychic and social and psychological phenomena. According to the researcher's views, reflection and reflexivity are the notions that belong to the same plane of meanings with the latter to be defined as "a systemic psychic feature which is an integrated symptomatic complex characterized by its own dynamics, ways of unfolding (reflexive strategies) and a place it takes in the subsystem of abilities" [6].

S.L. Rubinstein [19], in his time, distinguished the person's ability to go beyond own limitations, to stand in meta-position to oneself, to deeply analyze personal mental acts, emotions, behavioral manifestations, social contacts. Such feature acquired the name of reflexivity and was related to manifestation of subjectivity by a human to himself [11] and to the surrounding world [16].

O.I. Zimovin and Ye.V. Zayika grounded the essence of "person's reflexivity" notion that means human ability to direct one's activity to himself and his peculiarities, that creates conditions for person's self-construction, self-development, and self-determination. According to the researchers, reflexivity stands out as a generalized possibility for reflection – the process of self-knowledge of a person of his states and processes, that ensures direction of person's actions at himself [25]. Thus, reflexivity reveals itself as a systemic and integrated feature, and its specific manifestation on the level of psychic processes is the reflection aimed at a specific object.

Prospective teachers' reflection is aimed at personal manifestations during various processes of social interactions, professional university training, mastering and dissemination of values that become actual during pedagogical activity. In her research, V.V. Voloshyna [23] proved that professional formation of a personality takes place due to reflection – comprehension and reinterpretation of acquired knowledge, acquired values, own positions, actions and acts; activation of students' processes of self-attitude, self-acceptance, self-determination as personalities, potential professionals and subjects in social interactions. We express our solidarity with the views of the researcher and define such reflection as personal, professional, and social.

Realization of personal reflection by prospective teachers is carried out by way of comprehending and reinterpreting personal meanings and values belonging to the past, present, and future image of "Self" [20]. The resulting new understanding of oneself as a personality comprises certain features and values. There, personal growth of young people takes place, creative interpretation of personal life path becomes possible [12], both leading to achieving personal life destination, finding its sense, constructing realistic life plans.

Professional reflection takes place directly in the process of university training when students correlate their own qualities and abilities with the requirements to the teacher's profession comprehended during study of psychology and pedagogy disciplines and certain subject teaching methods. Along with that, teaching practice at school, familiarization with teachers' didactic experience and peculiarities of building relations with contemporary schoolchildren through the media, induce correlation of personal abilities, qualities and knowledge with a certain model teacher. Meaningful parameters of prospective teachers' professional self-consciousness are comprehended. Professional reflection becomes a means (instrument) to organize schoolchildren's learning activity [8].

Social reflection is realized in the process of students interacting with teachers within and beyond educational process. The latter analyze their styles of communication with students. Students perceive teachers' manifestations in a sensible way, evaluate them from the point of view of moral imperatives and social norms. Acquired experience of pedagogical interaction is transferred to school during teaching practice where prospective teachers comprehend their abilities to build relations with schoolchildren basing on the principles of dialogic relationship [16], value-meaning equality [17], and psychological equality [18]. Social reflection gives the students a chance to qualitatively evaluate their potential to be a pedagogical interactions subject, to actualize diligent attitude towards dealing with complex problematic issues arising during interactions between participants of educational process.

Presence of prospective teachers' reflexivity witnesses to their sensitivity of pedagogical system's requirements. O. Kravtsov [9] points out that reflexivity of pedagogical activity subjects comprises comprehension of their behavioral manifestations towards schoolchildren, understanding the processes of self-consciousness and changes in the development of personal and professional qualities as well as revealing the causative-consecutive nature of their appearance.

Prospective teachers' reflexivity development is a pledge of their transformation into reflective practitioners – teachers who are able to use critical reflections to improve instruction. According to Nataša Simić, Tijana Jokić & Milica Vukelić [15], it makes the opportunity for strengthening their capacities for change and thus continuous professional development.

In our understanding, reflexivity of pedagogical university students as a capability to comprehend and reinterpret own manifestations, personal and professional features, to trace causes and results of their appearance, is particularly manifested in the plane of personal, professional, and social reflection. Developed reflexivity gives opportunity for prospective teachers to simultaneously cognize own professional "Self", schoolchildren they will interact with, as well as to analyze situations of interactions with schoolchildren, define its dynamics of unfolding and the role they play in this process.

The Purpose of the article is to examine specifics of reflexivity development by pedagogical university students in the process of their professional training and intensity of their personal, professional, and social reflection. Achievement of the purpose envisages solving the following tasks: 1) to substantiate psycho-diagnostic tools to empirically study the issue under research; 2) to disclose specifics of reflexivity development by pedagogical university students and unfolding of personal, professional, and social reflection development process.

2 Materials and Methods

Realization of the stated Purpose and solving the set of tasks is provided for by applying psycho-diagnostic techniques, namely "Defining the level of reflexivity development" [6] and "Intensity and direction levels of reflection" [23].

To reveal the level of reflexivity development by prospective students that defines the degree of their self-knowledge, self-analysis and will potentially influence effectiveness of

pedagogical activity, we applied the technique of "Defining the level of reflexivity development" [21]. In accordance with the scientific statement of the author, reflexivity as a feature of a personality may be intra-psycho – displayed in knowledge and understanding of oneself as a subject of activity and social interactions; and inter-psycho – displayed in understanding of other people. The technique comprises 27 statements of corresponding contents of which 15 are direct and the remaining 12 – reverse statements. Following students familiarization with the questions, they were offered to choose one of the suggested options of the answer, graded as follows: 1 – absolutely wrong; 2 – wrong; 3 – rather wrong; 4 – not sure; 5 – rather correct; 6 – correct; 7 – absolutely correct. During results processing, to estimate the total of points gained for direct questions (1, 3, 4, 5, 9, 10, 11, 14, 15, 18, 19, 20, 22, 24, 25) the points were added up in accordance with the answers chosen by the students, but for reverse questions the points were substituted by inverse values (7-1, 6-2, 5-3, 4-4, 3-5, 2-6, 1-7). The total of points was then converted into stens, qualitative value of which witnessed to either low, middle, or high level of a respondent's reflexivity development.

The results equal to or higher than the 7th sten are indicative of high level of reflexivity development. This level means the ability to consciously treat own thoughts, emotional experiences and manifestations during interactions with others; to analyze others' and oneself's behavior, to define its reasons and to make correct conclusions. High reflexivity level affords to successfully exercise self-control and self-regulation and not to discontinue self-knowledge process. These create opportunities for personality self-development in the system of social interactions.

The 4th to 7th sten range results were indicative of middle level of reflexivity. It is common for the respondents of this level to reflect own thoughts, emotional experiences, and attitudes to other people while interacting with them only when the need arises, to periodically define reasons of their behavioral manifestations, all of which are not always positively marked on constructive structuring of relationship.

Values lower than the 4th sten testified to low level of reflexivity development. It is common for the respondents of this level to superficially analyze their own thoughts, emotional experiences, and actions. They seldom control their behavior during interactions with other people. Besides, they possess limited capability to self-regulate in different, particularly in critical situations requiring balanced decisions and adequate actions.

The results of application of this technique allowed understanding the degree to which prospective students are inclined to analyze their personal qualities and their manifestations during social interactions – factors that will significantly shape nature of relations with schoolchildren and results of pedagogical activity.

The purpose of the technique "Intensity and direction levels of reflection" [23] was to assess pedagogical university students' reflection development degree in the expressions – personal, professional, and social. The technique contains three scales: the first – personal reflection, the second – professional reflection and the third – social reflection. Ten statements correspond to each of the scales, each being evaluated as follows: 1 – absolutely disagree, 2 – disagree, 3 – rather disagree, 4 – rather agree, 5 – agree, 6 – absolutely agree. Following the application of the technique, during empirical data processing for each scale, the points were summarized to indicate achievement of high, middle, or low degree of personal, professional, or social reflection. After that, the total (Σ) of all scales was calculated and further divided by three. The final value indicated the degree of reflection developed by students – high, middle, or low.

Degrees of reflection maturity corresponded to the following quantitative values: 46 - 60 – high level, 31 - 45 – middle level, 15 - 30 – low level of reflection development. High level indicates presence of critical thinking of those tested, their direction at continuous reinterpretation of own behavioral manifestations, knowledge and notion of themselves as carriers

of personal and professional qualities and notion of other people who participate in social interactions. Middle level indicates orientation at understanding the need to acquire new knowledge of oneself as a personality and a professional and of other people as well, analyzing of own thoughts, emotional experiences, actions. Along with that, occasionally, the middle level students demonstrate superficial comprehension of situations requiring special attention. Low level of reflection development indicates weak degree of their orientation at comprehension of significance of knowledge of oneself and other people, situational analysis of own personal and professional manifestations and manifestations of other people.

Data acquired as a result of the technique conduction enables to assess students' reflection peculiarities – personal, professional, and social – being true manifestation of their reflexivity at different stages of their professional pedagogical university training.

The research was conducted at the Central Ukrainian State Pedagogical University named after Volodymyr Vynnychenko amongst prospective students seeking to obtain higher education degrees of Bachelor (I-II years of study) and Master (I-II years of study), Secondary education Major. Selection of these particular groups was caused by the fact that the I-II year Bachelor degree students were at initial phases of their training; acquisition of teacher's professional skills and qualifications was only beginning to unfold. On the other hand, Master degree students of I-II years of study were already at the final stage of their training to obtain professional education to finish University training during previous years and during teaching practice at school, by that time they had developed personal and professional qualities and been experienced in manifesting them during interactions with schoolchildren. In total, 128 students were tested (65 of Bachelor degree, 63 of Master degree).

To ensure quantitative indicators divergence statistic authenticity of sample groups the criterion of φ^* -angular transformation by Fisher was used [21] The acquired φ^* emp values were correlated with the level of statistical significance. Critical value of φ^* lies within range of 1.64 ($p < 0.05$) to 2.31 ($p < 0.01$). Automated processing of acquired empirical data was carried out by means of SPSS computer program.

3 Results and Discussion

Application of "Defining the level of reflexivity development" technique afforded the results offered below in Table 1.

Table 1: Quantitative indicators of pedagogical university students' reflexivity development

Reflexivity development level	Bachelor degree students, n = 65	Master degree students, n = 63	φ^*
High	10.77	17.46	1.09 $p > 0.1$
Middle	58.46	66.62	0.83 $p > 0.1$
Low	30.77	16.92	1.86 $p < 0.031$

As seen from Table 1, high level of reflexivity is common to 10.77% of students of Bachelor degree (hereinafter referred to as Bachelors) and to a notably larger part of Master students (hereinafter referred to as Masters) – 17.46%. It is common with the respondents of this level to continuously exercise analysis of their thoughts, feelings, emotional experiences, actions. They possess the ability to comprehend their appropriateness to a situation, to reinterpret motivation underlying their interactions with other people. Thus, they are inclined to be guided by impetuses that correlate with a certain situation and, during interacting with schoolchildren, they are oriented at such choice of means that decrease or totally exclude misunderstandings and conflicts. Such reflexivity level is marked upon productive development of students' self-control and self-regulation and will, in the nearest future, foster formation of a balanced position of young pedagogues in relation to various schoolchildren's manifestations.

Middle level reflexivity values of 58.46% and 65.62% are characteristic for Bachelors and Masters respectively. It is common with the respondents of this level to track progress of one's thoughts, to find causative-consecutive ties of their emotional experiences and actions, to observe attitude towards themselves and others as well as to correlate appearance of attitudes with own manifestations. However, students with such level are apt to perform the said practices only when the need arises. In problematic situations appearing during social interactions, they do not often lay emphasis on the practices irrespective of the fact that they are able to understand factors and motives of own behavior. Therefore, in professional activity, prospective teachers potentially will not always take into account knowledge of themselves for the purposes of planning and correcting their own pedagogical actions.

As far as low level of reflexivity is concerned, 30.77% of Bachelors and 16.92% of Masters have it. They are prone to superficially analyze own erroneous actions, errors, incorrect expressions, manifestations that breach social norms. These students are not inclined to deeply analyze their thoughts, feelings, and emotional experiences. They do not usually plan their actions ahead and, therefore, may react spontaneously towards other people's behavior. They possess low degree of self-regulation and poor control of manifestations in interactions with other people. In pedagogical activity, the low level respondents will not be apt to reinterpret those professional expressions and actions of theirs that require corrections. This will lead to undesired actions from the point of view of accuracy and reasonability of pedagogical process and to misunderstandings with schoolchildren.

The results acquired from the empirical research correlate with conclusions of other researchers of similar issues [22]. The results of our research show that quantitative indicators of reflexivity development levels of Bachelor students differ from those of Master students. This is particularly true for the low level indicators, the difference of which turned out to be the statistical validity. We explain that by the fact that the Bachelor students, due to lack of life experience and pedagogical practice, do not yet possess developed ability to define degree of their own personal and professional potential and to analyze factors of their failures. On the other hand, the Master students, having completed previous years training and being studying to acquire Master degree, develop their ability to deeply comprehend and reinterpret educational phenomena and their role in such processes.

The logic of this assumption is substantiated by results of a series of research. E.N Pyanova, A. Z. Minakhmetova and others [18] claim that the level of reflexivity of preschool teachers depends on the level of professional and educational self-development, in particular, on the following components: cognitive, gnostic, self-management ability, organizational, moral-volitional, motivational, and vice versa. According to their results, only 8% of teachers have low level of reflexivity, while 56% of teachers have average level of reflexivity and 36% of teachers have high level of reflexivity. Reflexivity of more developed teachers differs inter alia in its quality. In comparison to younger teachers, the senior teachers have a more problematic and critical attitude to reflection [21].

Reflexivity of students manifests itself in particularities of their reflection over different aspects of life activity – personal, professional, and social. Application of the technique "Intensity and direction levels of reflection" [24] showed the following. The results of research into students' personal reflection are illustrated in Figure 1.

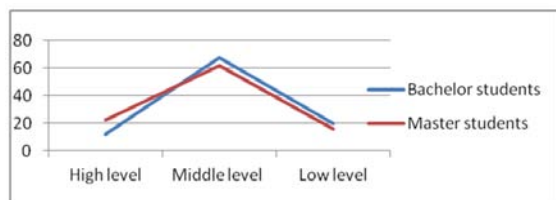


Figure 1 – Quantitative indicators of personal reflection development by pedagogical university students

The quantitative indicators of personal reflection development proved that the majority of respondents, namely 67.69% of Bachelors and 61.91% of Masters possess middle level of development ($\varphi^*_{emp} = 0.69$; $\varphi^*_{emp} < \varphi^*_{critical}$). They are prone to analyze personal qualities and manifestations, are aimed at development of oneself as a subject of values and life attitudes cognition. Sometimes this is situationally manifested, that is why the respondents of this level do not always actualize the problem of overcoming own deficiencies and achieving personality improvement. Low level of personal reflection is characteristic of 20.00% of Bachelors and 15.87% of Masters ($\varphi^*_{emp} = 0.61$; $\varphi^*_{emp} < \varphi^*_{critical}$), who barely apply their ability to analyze own qualities and manifestations and to be attentive to one's personality and carry out self-cultivation. High level of personal reflection predominates among Masters (22.22%), proving presence of a more distinct interest towards themselves, over that of Bachelors (12.31%). They are apt to continuously exercise internal work, revise their system of values, personal senses with the aim to self-cultivate. The respondents sampling percentage difference is statistically significant particularly for the high level ($p < 0.005$) and proves that Master students care more about the issue of self-improvement and analyze their personal qualities and manifestations deeper than Bachelor students.

Diagnosing students' professional reflection is shown in Figure 2.

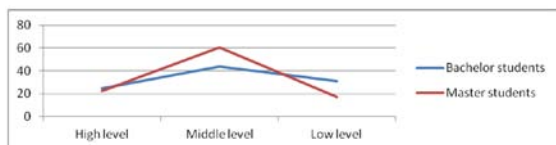


Figure 2 – Quantitative indicators of reflexivity development by pedagogical university students

As shown by the research, high level of professional reflection is common among 24.61% of Bachelors and 22.22% of Masters ($\varphi^*_{emp} = 0.69$; $\varphi^*_{emp} < \varphi^*_{critical}$). The respondents of this category analyze their personality as a subject of pedagogical activity and correlate professional requirements with personal implementation of due acts. At the same time, 43.59% of Bachelors and 60.32% of masters have middle level ($\varphi^*_{emp} = 1.90$; $p < 0.020$). They are guided by interest to profession of their choice, are concerned by issues of achieving personal success but not always are ready to analyze their potential pedagogical interventions with regards to schoolchildren. In Bachelors, 30.80% and 17.46% of Masters have low level of reflection ($\varphi^*_{emp} = 1.76$; $p < 0.039$). These student do not demonstrate readiness to orient at situations of interacting with schoolchildren in pedagogical activity and are not concerned by issues of necessity to analyze own pedagogical actions. It is seen from the research results that quantitative indicators of middle and low levels lie within the critical value of φ^* . We can state that the Master students are more reserved than the Bachelor students in implementing activities aimed at comprehending themselves as potential teachers who have to fully meet professional requirements. This is explained by the fact that Master students, having acquired some pedagogical experience of interacting with schoolchildren, understand the realities of school life. They aware of the teacher's role in tackling problematic pedagogical issues requiring focus on certain situations and balanced pedagogical interventions more than

their younger colleagues. Rather high quantitative indicators of low level for both sample groups are conditioned, to our mind, by lack of daily pedagogical practice somewhat decreasing student's confidence in own professional abilities.

Research into peculiarities of social reflection is illustrated in Figure 3.

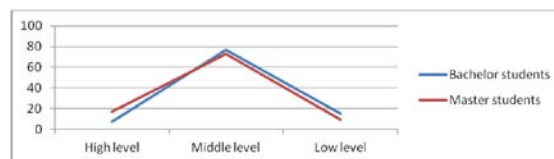


Figure 3 – Quantitative indicators of social reflection development by pedagogical university students

Collected empirical data afford to state that high level of social reflection is characteristic of 7.69% of Bachelors and 17.47% of Masters ($\varphi^*_{emp} = 1.70$; $p < 0.045$). In social interactions, they demonstrate developed ability to analyze both, own actions and judgments as well as the other party's manifestations. At the same time, 76.92% of Bachelors and 73.01% of Masters ($p < 0.05$) demonstrate middle level of the quality under research. Its presence affords prospective teachers to analyze their manifestations with regards to schoolchildren, and their own social qualities and behavior. Though, during interactions, they may be oriented at their own emotional reactions with regards to others and this interferes with the balanced management of schoolchildren's activities. Low level of social reflection development is characteristic of 15.39% of Bachelors and 9.52% of Masters ($\varphi^*_{emp} = 1.01$; $\varphi^*_{emp} < \varphi^*_{critical}$). They seldom or ad hoc recur to analysis of their social manifestations, do not actualize the issue of constructive relationship with others, thus they may fail to trace appropriateness of their actions towards schoolchildren in future. Statistically valid are differences in quantitative indicators of both sample groups of high social reflection level. This means that Master students possess more developed ability to project the vector of unfolding interaction with schoolchildren and to select appropriate tactics to manage educational process.

Based on the results of research into personal, professional, and social reflections, we have defined the level of reflection maturity being a manifestation of reflexivity. It is stated that amongst students, middle level prevails – 62.73% of Bachelors and 65.08% of Masters. They are focused on analyzing their personality, professional qualities that develop during university training, reinterpreting their actions and relations with other people, but are somewhat inclined to do this superficially. As far as low level is concerned, it is common with 22.40% of Bachelors and 14.28% of Masters. These students do not yet demonstrate a marked desire to acquire new knowledge of themselves as personalities and prospective professionals and to comprehend actions of other people in situations of interactions. On the other hand, 14.87% of Bachelors and 20.64% of Masters demonstrate high level of reflection development. For them, continuous reinterpretation of their thoughts, emotional experiences, actions, relations with others, comprehending their professional potential urging to self-develop and self-improve, are significant.

Thus, we can insist that Master students possess higher degree of reflection development as they have richer life experience; they operate professional knowledge more skillfully and are focused on the expertise of interacting with schoolchildren they acquired during teaching practice. Ability to reflect personal, professional, and social manifestations is developed in line with enriching students' experience of cognizing their personality, acquisition of knowledge of their professional qualities, accumulation of skills to value-consciously reinterpret interactions with other people. These conclusions correlate with results of study of Polish researchers Perkowska-Klejman and Odrowaz-Coates [17], who discovered the strong relation between *reflexivity* and level of education.

4 Conclusion

Research into pedagogical students' reflexivity shows that peak value of this personal formation is characteristic of Master students that manifests itself in a more developed ability of Master students, as opposed to Bachelor students, to define and comprehend own positive personal and professional qualities and deficiencies, to analyze situations of interaction with schoolchildren and to choose acceptable tactics of interactions. Reflexivity of students' personality is specifically manifested through their personal, professional, and social reflections. As far as personal reflection is concerned, it is observed that Master students possess a more express tendency to self-improve and that Bachelor students are less focused on reinterpreting their own personal qualities.

The latter actualize professional reflection process quite prominently, but lack of pedagogical school practice results in their immature focus on self-comprehension as potential subjects of pedagogical activity. Bachelor and Master students are able to establish constructive interaction with schoolchildren as based upon developed social reflection. Though, Master students have higher potential to project the progress of pedagogical process and to choose a tactics to establish contact with schoolchildren. It is possible to state that professional university training, particularly studies of psychological and pedagogical disciplines, and acquisition of professional skills during pedagogical practice by pedagogical university students foster progressive development of their ability to reflect own social manifestations, to analyze situations of interacting with schoolchildren, to draw correct conclusions regarding management of schoolchildren's activity. The above mentioned is becoming an integral part of a mature prospective professional teacher.

Further research may be focused on disclosure of correlations between prospective teachers' reflexivity with other personal formations which optimize processes of pedagogical interaction with schoolchildren and promote positive results of teaching and education of a developing personality.

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