

FEATURES OF REFLECTION AS A COMPONENT OF THE PSYCHOLOGICAL CULTURE OF FUTURE TEACHERS

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Abstract: The article is devoted to the study of the features of reflection as a component of the psychological culture of future teachers. The authors carried out a theoretical analysis of the extent of research of the problem of psychological culture, revealed the essence of reflection as the most important component of the psychological culture of the future teacher. The article also presents the results of an empirical study of the features of reflection of students in the field of study 44.03.05 Pedagogical education. Attention is focused on the importance of pedagogical reflection, the development of its expressiveness and direction in the university, which leads to its transformation into one of the most important personal tools for the formation of the psychological culture of future teachers.

Keywords: reflection, reflexive abilities, self-knowledge, psychological culture, future teacher, professional activity, student.

1 Introduction

The presence of serious educational problems associated with ongoing socio-cultural processes, high requirements for professional education and low indicators of self-satisfaction of teachers, as well as their lack of motivation to achieve professional self-realization, actualize the issue of studying and developing the psychological culture of future teachers. From this position, the problem of the development of a "cultural teacher" at the university, who has a set of abilities, traits, competencies that can increase the effectiveness of professional activity, the level of self-realization and self-satisfaction with himself and the chosen profession, is considered. The features of the psychological culture of the personality of future teachers can be traced through a set of its components, among which pedagogical reflection occupies a special place. The expressiveness and direction of pedagogical reflection of future teachers become features that contribute to its transformation into one of the most important personal tools for the formation of psychological culture of future teachers, ensuring the quality of the implementation of the upcoming professional activity.

Modern socio-economic conditions of society's development put forward special requirements for a graduate of a higher educational institution capable of performing professional activities as efficient as possible. A teacher with a highly developed psychological culture is capable of analyzing and introspecting his own activity, forecasting and correcting it, is highly professionally motivated and striving for self-development and self-realization, is able to adequately respond to emerging difficulties, build his behavior taking into account accepted socio-cultural values. To do this, a future professional must have a set of personal and professional abilities, including a developed ability to reflect. The ability to plan actions, determine the reasons for failures, correct the behavior, think through the details, and the overall success of the activity depends on the degree of development of reflection. Therefore, it is so important to study reflexive abilities even at the stage of studying at a university in order to correct the existing shortcomings in its development in time.

2 Literature Review

Many thinkers of their time turn to the problem of human culture. S. Freud (1963) is considered to be one of the prominent representatives in this direction. In his concept, culture presupposes the rejection of unconscious motives in favour of sexual desires, the implementation of the mechanism of the "super-EGO". It is the "super-EGO" that is in constant development under the influence of various socio-cultural phenomena.

M. Mead (1988) considers culture from the perspective of ensuring the continuity of traditions and innovations. In her understanding, culture is transmitted by a certain object, through the implementation of joint interaction and the accumulation of cultural experience by the successor.

L. A. White (2004) notes the presence of conscious cultural concepts in humans, which are formed as they grow up and interact with objects of the surrounding world. In line with the division of the interdisciplinary approach in understanding culture into cultural and psychological, which began at the beginning of the XX century, M. Lazarus (1896) actively studies the psychological side of human culture. He notes that each person, due to his specific individual and socio-cultural characteristics, has a special psychological culture. N. Verzhinina and colleagues (Verzhinina et al., 2020) believe that being in constant interaction, different types of culture stimulate the growth of a person as a person and as a professional.

O. I. Motkov (2007) was one of the first scholars in Russian science to consider the phenomenon of psychological culture. By it, the scientist understands a personal property in the general system of culture and harmony of a person, expressed through a set of constructive ways, skills of self-knowledge, behavior and self-development.

An approach to the definition of psychological culture as an independent personal neoplasm can be found in the works of L. S. Kolmogorova (2013). According to the author's point of view, psychological culture can be viewed in many aspects: referring to the spiritual and value sphere - as a set of values; in general, to activity - as specific features of its implementation. All components of psychological culture expressed through psychological literacy, psychological competence, value-semantic, reflection, cultural activity are interrelated and interdependent.

I. V. Dubrovina (2011) considers the problem of the formation of psychological culture as one of the basic ones. She highlights the main indicators of psychological culture: mental and psychological health, as well as psychological literacy.

K. M. Romanov (2015) considers psychological culture as an integral part of the general culture of the individual. Developed psychological culture increases the process of socio-cultural adaptation, self-determination, self-development and self-realization.

Consideration of psychological culture in science also takes place from the standpoint of professional pedagogical activity. A. A. Lezhnina and colleagues (Lezhnina et al., 2014) consider the psychological culture of a teacher in the framework of determining the effectiveness of professional activity. They outline integral indicators of psychological culture in conjunction with cognitive (mental skills), affective (attitude and peace, emotional stability and lability), motivation (the orientation of the personality, system of values), behavioral (the ability of self-regulation and reflection) components.

N. Yu. Belova (2014) also indicates the integration of this personal education through the complex ethical, regulatory, reflective, cognitive, communicative components.

Currently, the personality of the future teacher is of the greatest interest in scientific research (Neumoeva-Kolchedantseva, 2020). Within the framework of this problem, the formation of components of the psychological culture of future teachers is actively considered, in particular, the development of their reflection.

J. Locke's reflection (1801) is considered as an internal experience. It is formed as a result of introspective observation of a person's own actions.

Analyzing the works of foreign researchers, V. Y. Dudareva and I. V. Semenov (2008) focus on the point of view of A. Buzeman, who defines reflection as an action directed from the outside world to himself.

Reflection as a special indicator of adulthood is considered by J. Dewey (1910), J. Piaget (Piaget et al., 1969). According to the authors, reflection is a process involving a logical relationship between an object and its impact. Reflection is the basis of cognitive activity, being conceptualized into a concept.

W. James (1890) also connects reflection with cognitive activity. He distinguishes the cognizing Self and the knowable Self. This indicates the duality of reflection.

N. V. Emelina (2011) suggests considering reflection as a result of self-knowledge expressed in the form of certain subjective judgments. Reflection has a complex structure, represented by a set of motivational-emotional, cognitive and evaluative components.

S. V. Shmachilina (2010) considers reflection as a criterion for the formation of a future teacher's research culture.

The research and development of the ability to reflect is the task of modern pedagogical education. H. G. Yuksel and co-authors (Yuksel et al., 2013) consider the reflection of a future teacher as a tool for reflecting on their practical experience, describing the ideas of pedagogical activity.

C. Alger (2006), T. Barnhart, E. Van Es (2015), M. Cavanagh (2021) consider reflection as an important aspect of the professional development of a teacher. Reflection arises as a result of reaction to pedagogical events, enables them to be correctly interpreted and develop a plan for future actions.

Let's highlight the features of reflection of future teachers as a component of their psychological culture.

Firstly, the essence of this process is to understand oneself, one's inner qualities, and the ability to test new behavior in the rapidly changing conditions of modern education.

Secondly, the reflection of the future teacher includes the following processes: self-observation, self-knowledge, self-analysis, self-correction, self-regulation and creative growth (Vardanyan et al., 2016).

The presence of inadequate ideas and stereotypes in the professional self-consciousness of future teachers hinders the effective performance of their professional duties. Reflection helps to eliminate them (Fadeeva et al., 2020).

Thirdly, the subject of reflection of the future teacher is a complex of formed competencies, professional qualities, the nature of the activity performed.

Fourthly, reflection contributes to the accumulation of new ideas about oneself as a person and a professional, stimulates personal and professional activity.

Fifthly, the level of formation of reflexive skills and abilities of future teachers may be different. Low ability to reflect complicates the process of self-improvement, self-understanding and self-disclosure (Kuzovenko, 2013).

3 Research Methodological Framework

The purpose of the research is to study the features of reflection as a component of the psychological culture of future teachers.

Research objectives:

1. to determine the individual measure of the students' reflexivity and reveal its psychological manifestations;
2. to identify the levels of formation of pedagogical reflection of future teachers and interpret its psychological essence;
3. to identify and characterize the level of expressiveness and direction of students' reflection.

The study was conducted in February-April 2021. 144 students in the field of study 44.03.05 Pedagogical education of Mordovian State Pedagogical University named after M. E. Evseev took part in it. The average age of the participants in the experiment was 19-20 years.

To solve the research tasks, the following methods were used: testing method, methods of processing empirical data. The following methods were used as the main diagnostic construct:

1. The methodology "Diagnostics of individual measure of reflexivity expressiveness" by A. V. Karpov, V. V. Ponomareva (2003) is aimed at self-assessment of the formation of reflexivity as a component of psychological culture. Participants were asked to consider 27 situations, to assess the degree of conformity of the statement to personal manifestations. Processing of experimental data was carried out in accordance with the key. The technique made it possible to determine the level of reflexivity – high, medium, low.
2. The methodology "Determining the level of formation of pedagogical reflection" by O. V. Kalashnikova (1998) is aimed at studying the formation of students' level of pedagogical reflection. Participants were asked to answer 34 questions negatively or affirmatively. Processing of experimental data was carried out in accordance with the key. The method enabled to diagnose three levels of formation of pedagogical reflection - high, medium, low.
3. The methodology "Identification of the level of expressiveness and direction of reflection" by M. Grant enabled to determine the level of expressiveness and direction of subjective reflection. The questionnaire was presented by two scales - self-reflection and socio-reflection. Participants were asked to answer 10 forward and backward statements on each scale. Processing of experimental data was carried out in accordance with the key. As a result of the analysis of the results, information was obtained about the combination of self-reflection and socio-reflection of the subjects (Alieva, 2016).

4 Results and Discussion

Let's consider the results of an empirical study of reflection as a component of the psychological culture of future teachers, determine the measure of its expressiveness and direction.

The data obtained by the method "Diagnostics of individual measure of reflexivity expressiveness" A. V. Karpov, V. V. Ponomareva (2003) are presented in Table 1.

Table 1 Diagnostic data of students according to the method "Diagnostics of individual measure of reflexivity expressiveness" (A.V. Karpov, V. V. Ponomareva (2003))

Reflexivity Level	Number of Subjects	
	abs.	%
High	16	11,1
Medium	70	48,6
Low	58	40,3

Source: authors' own processing

According to the results of the conducted methodology, it was revealed that the average level of reflexivity prevails in 48.6% (70 people). These students show the ability to plan their actions,

realize their attitude to the current situation, analyze their actions, as well as the actions of other people, but reflexive processes are irregular, and reflexive analysis is carried out superficially. They are capable of self-understanding and introspection, but they experience difficulties in correlating their own actions with the actions of others, in realizing their attitude to the events taking place.

40.3% (58 people) of the subjects had a low level of reflexivity. Such students do not have access to a view of themselves from the outside. It is difficult for them to correlate their own behavior with the behavior of others, evaluate it, to make adjustments. They do not turn to the analysis of current events and activities carried out both in the past, in the present and in the future, do not think about its effectiveness and productivity. They always strive to achieve their goal, but they are not interested in the details, the plan for its implementation, their actions are often characterized by rashness, impulsiveness. They are not interested in the opinions of others, thoughts and feelings about their own behavior. Such students have a lack of striving for self-improvement, difficulty in realizing their own abilities, professional capabilities, the world of pedagogical and socio-cultural reality. For students belonging to this group, reflection is directed at their own experience, which is often formed through the influence of others. Subjective reflection is rarely observed – of oneself, of one's own actions, of the means of realizing professional activity. Low reflexivity of students is manifested in the low level of reflexive activity in general, the difficulties of self-determination, planning their own activities, evaluating results, conducting evaluative and critical activities, there is an insufficient degree of self-assessment of the formation of professional competence.

A high level of reflexivity was noted in 11.1% (16 people) of the subjects. Such students constantly turn to the analysis of their own actions, think over their own behavior in the smallest detail, carry out a detailed analysis of shortcomings, predict their consequences, can determine the directions of self-development, easily change their own behavior to achieve optimal results, are able to make non-standard decisions leading to an effective solution of the task.

The data obtained by the method "Determining the level of formation of pedagogical reflection" by O. V. Kalashnikova (1998) are presented in Table 2.

Table 2 Diagnostic data of students according to the method "Determining the level of formation of pedagogical reflection" (Kalashnikova, 1998)

Level of Pedagogical Reflection	Number of Subjects	
	abs.	%
High	13	9
Medium	71	49,3
Low	60	41,7

Source: authors' own processing

The data obtained indicate that 49.3% (71 people) of students have an average level of pedagogical reflection. The pedagogical reflection of such students is episodic. They are potentially ready to analyze the activities performed, periodically reflect, but cannot make adjustments to their own actions. Public or authoritative opinion is also important for them.

Students with a low level of development of pedagogical reflection include 41.7% (60 people). These students are inflexible in communication, are characterized by impulsiveness in their actions and are characterized by low creativity. They rarely resort to reflecting on their own actions. They are not interested in finding the causes of existing shortcomings, the presence of failures in the results of their own activities is perceived consciously. They do not seek to analyze their own activities, plan and adjust them. An outside view of their own behavior, the opinion of others is not interesting to them. They are picky about others, see other people as guilty of existing failures, but not themselves, and they are influenced by authoritative personalities.

A high level of development of pedagogical reflection was revealed in 9% (13 people) of students. They are characterized by the ability to constructive communication, rapid assimilation of educational material, self-development. Such students easily carry out reflection, they have a mechanism of reflexive activity. They have stable skills of analyzing and evaluating their own activities, planning and adjusting them in accordance with a subjectively set plan for self-improvement and self-development.

The data obtained by the method "Identification of the level of expressiveness and direction of reflection" by M. Grant (Alieva, 2016) are presented in Table 3.

Table 3 Diagnostic data of students according to the method "Identification of the level of expressiveness and direction of reflection" (M. Grant)

Expressiveness and Direction of Reflection	Number of Subjects	
	abs.	%
The optimal combination of self-reflection and socio-reflection	68	47,2
The lack of optimal combination of self-reflection and socio-reflection	76	52,8

Source: authors' own processing

The optimal combination of self-reflection and socio-reflection according to the results of primary testing was revealed in 52.8% (76 people) of students. They have an average level of self-reflection and an increased level of socio-reflection. Students of this group are capable of carrying out evaluative and analytical activities of subjective characteristics (thoughts, abilities, motives, behavioral actions), their own consciousness (internal mechanisms). They are aware and analyze the experiences of other people. The lack of an optimal combination of self-reflection and socio-reflection was noted in 47.2% (68 people) of students. They are characterized by difficulties of self-reflection and socio-reflection, mutual correlation of their results.

5 Conclusion

Within the framework of the conducted research, we proceeded from the assumption that psychological culture is a complexly structured mental education that is formed and implemented in interaction, acting as the basis of harmony and satisfaction of the individual with himself and the activity performed. One of the most important components of the psychological culture of a future teacher is reflection. It includes an analysis of the properties, abilities, as well as the actions performed, acts as a means of cognition, analysis, evaluation and correction of the activity performed.

In the study, an individual measure of the expressiveness of students' reflexivity was determined, the levels of formation of pedagogical reflection of future teachers were identified and characterized, the level of expressiveness and direction of reflection was determined.

The study of the features of reflection as a component of the psychological culture of future teachers showed mainly an average level of its formation in the subjects. They show the ability to plan their actions, realize their attitude to the current situation, are potentially ready to analyze the activities performed, but experience difficulties in correcting their own actions. Reflexive processes are irregular, and reflexive analysis is carried out superficially. This is largely due to the spontaneous nature of the development of reflection of future teachers and the underestimation of its importance for the formation of their psychological culture.

The perspective of the research is to identify and substantiate the psychological and pedagogical conditions for improving the expressiveness and direction of pedagogical reflection of future teachers as one of the most important personal tools for the formation of psychological culture, ensuring the productive implementation of the upcoming professional activity.

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