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PEDAGOGICAL CONDITIONS FOR THE EFFECTIVE FORMATION OF STUDENTS' REFLECTIVE COMPETENCE

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ABSTRACT

The article presents a study on the problem of developing reflective competence of university students. The purpose of the article is to determine pedagogical conditions aimed at the effective formation of students' reflective competence. The methodological basis of the process under consideration is the competency-based and reflexive-activity approaches. As the main research methods, the author used analysis and synthesis of scientific literature, conceptual analysis, and analysis of regulatory documents, testing, surveys, and statistical methods of primary processing of materials, generalization of experience at universities. The authors identified a connection between the concepts of "professional competence" and "reflective competence" of students. They substantiated the need to develop the reflective competence of students as one of the fundamental professional competencies. We identified external and internal pedagogical conditions as circumstances of the learning process that influence the preparation of students for subsequent professional activities and ensure the effectiveness of the training process. The article shows the stages of the formation process; the levels of formation of reflexive competence; indicators that characterize each level are presented. The authors describe diagnostic tools that allow determining the level of reflective competence of students. The relationship between the achieved level of development of reflective competence and the success of students in educational and cognitive activities has been revealed. It is noted that for the successful formation of reflexive competence as a component of the professional competencies of graduates of a university, it is necessary to organize in a special way the conscious reflexive cognitive activity of students.

KEYWORDS

Reflective competence; professional competence; reflective-cognitive activity; complex of pedagogical conditions; conditions for the formation of competence; level of competence development; reflexive-activity approach.

INTRODUCTION

Statement of the problem.

In society in general and in the educational environment in particular, there is an awareness of the impossibility of mastering an avalanche-like growing volume of information, on the one hand, and the pointlessness of attempts to fully assimilate this volume due to the rapid obsolescence of this information, on the other hand. Accordingly, the requirements of employers for job applicants are changing: it is important not only what a future employee knows, but also what personality traits he or she possesses is important. The graduate must have such qualities, skills and abilities as mobility, self-realization, continuous self-analysis, self-control, self-learning throughout life. Nowadays, the training of a university graduate is carried out within the framework of a competency-based approach. Here we mean a set of principles for defining goals, selecting the content of education, organizing the process of training a specialist and technological support for this process in strict accordance with the identified general key and special competencies that ensure future quality of professional performance. In the works of A. V. Khutorskoy, competence is defined as “a normative requirement for the educational preparation of a

student, necessary for his effective and productive activities in a certain field” [17, p. 86].

By competence, the scientist understands “possession, possession by the student of the corresponding competence, implying his attitude towards it and the subject of activity” [17, p. 86], i.e., the totality of the student’s personal qualities necessary for carrying out productive activities. A. S. Belkin defines competence as “a set of professional powers and functions that create the necessary conditions for effective professional activity”. A. S. Belkin defines competence as “a set of professional powers and functions that create the necessary conditions for effective professional activity.” This researcher interprets competence as a set of professional personal qualities that ensure the effective implementation of competencies. It presupposes that a specialist is motivated to carry out his professional activities in a high-quality manner, a desire for self-development, and the ability to go beyond the scope of his activity. P. M. Tregubova, P. L. Antipov [16], E. L. Kutseeva, V. V. Kutseev [13], O. V. Shvareva [19], T. E. Chikina [18] dealing with issues professional education, the qualities most in demand in modern professional society include:

- the ability and willingness to learn independently;
- using your mistakes as material for analysis, trusting your own observations and intuitive ideas;
- independence of thinking, originality.

Supporting this scientific position, we note that the level of formation and development of the listed qualities is directly related to the concepts of “reflection” and “reflexive competencies”. In psychology, reflection is considered as an awareness of the individual, addressed to himself, as “a person’s comprehension of the prerequisites, patterns and mechanisms of his own activity, social and individual way of existence; introspection” [14, p. 157].

O. V. Shvareva understands reflection as any reflection of a person aimed at analyzing himself, his own states, events, his past and future actions, finding out how others know and understand the “reflector”, his personal characteristics, emotional reactions and cognitive representations. She notes that with this understanding, reflection acts as a special source of knowledge, the internal experience of a person [19]. A. A. Golovin considers reflection “as a phenomenon located in the sphere of consciousness of the student, as a result of rethinking his activities, the changes that have occurred in mental activity” [11, p. 53].

M. Weinstock, D. Kienhues, F. C. Feucht, M. Ryan consider the use of conscious reflection to achieve

educational and cognitive goals, proving that conscious reflection as a scientific tendency to reason about one’s actions related to cognition is an intentional, conscious position of a person, contributing to the success of the cognition process [8]. M. Ryan and M. A. Carmichael prove the importance and necessity of using reflective approaches in education to form professional self-awareness and identity [1; 9]. Zh. G. Garanina and O. E. Maltseva speak about the importance of self-regulation as a factor in the professional development of a future specialist [9; 14]. An analysis of modern research devoted to determining the content and structure of competence allows us to formulate the conclusion that reflection is one of the components of the professional competence of university graduates. In this regard, many researchers [2; 5; 6; 11; 12; 13; 15; 20] support the idea of the need to develop reflective skills in the learning process, such as independent goal setting, planning one’s own activities, self-assessment, self-management of activities, analysis of performance results, achieving goals, adjusting goals and plans. Reflexive skills ensure the development of professionalism [3; 4; 6].

R. Lam, A. Qvortrup and T.V. Keiding note that to develop reflexive skills, methods such as maintaining a reflective portfolio are used, which creates special conditions for stimulation and observation of learning, thereby helping to improve the quality of learning [5;

7]. O.I. Baranova considers a reflective diary to be an effective means of developing students' constructive skills [10]. In our opinion, reflective skills are structural elements of key competencies of graduates of higher educational institutions. We believe that within the framework of the competency-based approach, it is necessary to form not just reflexive skills, but to solve the problem of forming the reflective competence of students.

In our opinion, reflective skills are structural elements of key competencies of graduates of higher educational institutions. We believe that within the framework of the competency-based approach, it is necessary to form not just reflexive skills, but to solve the problem of forming the reflective competence of students. Successful functioning of the process of forming reflective competence is possible in the presence of external pedagogical conditions associated with the activities of the teacher, which we include:

- the creation of a reflective environment in the learning process;
- equipping students with reflective skills and abilities through explaining the values of reflective competence, including self-knowledge and self-management, stimulating reflective activity, encouraging:

- organizing the student learning process based on a student-oriented approach: problem-based and variable approach to organizing classes students.

The effectiveness of the listed conditions increases when combined with internal conditions, which is expressed in the degree of consistency between the activities of the teacher and students in the process of forming reflexive competence.

The internal conditions should include:

- awareness and acceptance by students of the content of reflective competence as a qualitative characteristic of a professional's personality;
- determination of the personal hierarchy of values of reflective competence of students;
- development of the need to improve the quality and responsibility for the results of their work.

The formation of reflective skills as the basis for the development of students' reflective competence is of a stage-by-stage nature, each of which is characterized by a certain content of education and the level of awareness of reflective activity. We believe that in the process of developing students' reflexive competence, three stages should be distinguished: propaedeutic, basic and consolidating. The propaedeutic stage is associated with the beginning of university studies. It is characterized by the teacher's formulation of learning goals, presentation of the personal qualities of the future specialist, explanation of the significance of

reflexive skills for the student's cognitive activity and the development of his personality; developing a plan for teaching students reflective knowledge and skills; revealing the value nature of reflexive phenomena. The basic stage is aimed at developing a mindset for reflexive activity, and is also directly related to the process of developing the reflexive competence of a future specialist. The consolidating stage of the formation of reflective competence is aimed at the student's understanding of the result of the process. The formulated set of conditions at each stage ensures the formation of reflexive competence, but it should be noted that at each stage the conditions work differently. Thus, at the propaedeutic stage, conditions prevail that are more related to the activities of the teacher, namely: creating a reflective environment in the learning process, explaining to students the values of reflective competence and organizing active learning activities of students in classes and when performing independent work.

The basic stage is implemented when the conditions prevail for students to accept the values of reflective competence, equip them with the skills of reflective activity, implement a student-oriented approach in the preparation process, including by using the opportunities of modern electronic education. At the consolidating stage, the following conditions are more pronounced:

- a problem-based and variable approach to the construction of classes;
- students mastering the skills of reflexive activity and determining the personal hierarchy of values of the latter;
- the personal need for high-quality professional training.

The authors believe that a purposeful stage-by-stage organization of the educational process, taking into account the listed conditions, will make the process of forming reflexive competence more effective. Conventionally, we can distinguish three levels of development of students' reflexive competence: optimal, acceptable, low. We can trace the dynamics of the development of reflexive competence directly and indirectly.

The direct parameters are a person's behavior, his ability to communicate, the success of educational and cognitive activities; and the quality of the student's indirect ideas about the skills of reflexive activity, about the values of reflexive competence. One-time development of these parameters characterizes the level of formation of students' reflexive competence. We have adopted the following as indicators characterizing the levels of development of reflexive competence:

As indicators characterizing the levels of formation of reflexive competence, we have accepted the following:

- 1) ability for reflexive activity;
- 2) the presence of motivation for reflective activity;
- 3) awareness of the process of implementing reflective activity;
- 4) reflexive skills, to which we include: skills: self-management of activities, i.e. the ability to control the stages of implementation of one's plan; - evaluation of performance results; - analysis of performance results to achieve the goal, adjusting the goal and plan and setting new goals.

Reflective skills can be assessed from the point of view of completeness and awareness (completeness of mastery of reflexive skills, awareness of the degree to which the student justifies his actions, adequacy of self-assessment); the presence of motivation for reflective activity and its awareness were subjected to expert assessment by teachers working on the course, and were also assessed indirectly based on the results of educational activities.

The result of our work was the formation among students of an idea of reflective competence as a quality that is significant for them; for the majority, there was a change in the direction of the motive of activity: a transition from the desire to avoid mistakes

to the desire for success. The acquired experience of mathematical activity gave impetus to processes associated with introspection, self-esteem, and self-knowledge. A shift in the locus of control from external to internal has become noticeable.

CONCLUSION

Generalization and analysis made it possible to identify the following pedagogical conditions aimed at the formation of reflective competence of students:

- external, conducted research related to the activities of the teacher: creation of a reflective environment in the learning process, acquisition of reflective skills by students through clarification of the values of reflective competence; organizing the student learning process based on a student-centered approach; problem-based and variable approach to organizing student classes;
- internal, expressing the degree of consistency between the activities of the teacher and the student: students' awareness and acceptance of the content of reflexive competence as a qualitative characteristic of a professional's personality; determination of the personal hierarchy of values of students' reflective competence; developing the need to improve the quality and responsibility for the results of one's work.

The data obtained allow us to conclude that in modern conditions of competency-based and reflective-activity approaches, the presented set of pedagogical conditions ensures the effectiveness of the process of forming students' reflective competence. The study of this problem, in our opinion, has important theoretical and practical prospects.

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