
PEDAGOGICAL PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF REFLEXIVE ABILITIES

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ABSTRACT: - The article identified the pedagogical psychological features of the development of reflexive abilities and the technologies for the identification and development of psychological features of pedagogical reflection. In addition, pedagogical reflection has a clearly expressed developmental ability, especially when the teacher is engaged in a specially organized innovative activity; it is said that the level of development of pedagogical reflection depends on the individual typological characteristics of the subject of professional activity and social factors of life.

KEY WORDS: - Ability, reflexivity, methodology, determinant, unity of activity and consciousness, individuality, activity, motivation.

INTRODUCTION

Radical changes in the cultural and socio-economic life of the country led to the emergence of new values in education and the design of a socio-pedagogical environment developing in society, creating strong demands on a professionally qualified teacher who is able to form a psychological and socio-economic environment. Indeed, the only task of the school is to get stuck in the past – to transfer cultural experience to new generations in the form of a logically completed system of knowledge, to form a scientific picture of the world in students. It is replaced by a new function of education – to be the subject of transformation of society, to promote the independence and creativity of the individual.

Such an educational system requires a professional educator who is focused not only on the transfer of knowledge, skills, qualifications, but also on the development of a person's abilities, he is able to build, develop educational situations that can work practically with educational processes, but also puts and solves didactic problems. It should be a new type of teacher who is able to quickly respond to the social changes that are taking place and adapt his professional activities to the direction of satisfying social demands. He must, first of all, be a professional in the field of pedagogical activity, be able to purposefully carry out the education and development of students, design his activities, transform and develop them. A distinctive feature of his professional consciousness is the concentration of thinking on pedagogical problems, the view of the pedagogical process as an integral phenomenon, the main place should be attributed to the developing personality of the student.

Currently, there are changes in the educational paradigm. It is proposed that instead of cognitively oriented, it is focused on personality. Its direction is the restructuring of activities both at the level of content and at the level of the form of organization, in order to make the individual a subject of activity. This changes the attitude of the teacher to his professional activities. The person will be able to quickly adapt to new conditions, creatively change reality, which will lead to self-realization in professional activities.

Analysis of literature on the topic.

The social need for Professional teachers dramatically increased the interest of scientists to study the structure and development laws of professional self-awareness (E. M. Bobrov, S. V. Vaskovskaya, V. N. Khaziyev, J. I. M. Mitina, V. P. Savrasov et al.), professional importance and professionally necessary personal qualities (F.N. Gonobolin, E.A. Grishin, N.V. Kuzmina, A.A. Rean, JI.A. Regush, W.A. Slasterin, A.I. Shcherbakova et al. According to the researchers, the teacher should have a whole range of qualities, without which it becomes almost impossible to fulfill the above goals. In addition, professional growth requires teachers to focus on self-education, self-development and self-education. Of great importance in this is the development of the need for reflection in pedagogical activity.

Currently, the consideration of the problem of reflection in a number of studies is associated with the study of the professional abilities of the teacher, self-organization in teaching activities. In order to solve these issues, the problems of teacher professionalism in the field of philosophy and sociology of education are studied (V. I. Zagvyazinsky, V.D.Semenov, Ya.S.Turbovsckaya et al.), theories of professional competence are developed (O.S.Anisimov, A.A.Vorotnikova, N.V.Kuzmina, Yu.N. Kulyutkin et al.), psychological aspects of the teacher's activity, personal qualities that determine the development of his professional abilities (A.A.Bodalev, E. F. Zeer).

An analysis of modern studies devoted to the study of the professional development of teachers revealed the following contradiction. This means that the importance of the quality of reflection of professional activity is determined in many studies of acmeology, pedagogy, psychology, but its study requires specification and, above all, the need to theoretically substantiate the role of reflection.

CONCLUSION

The problem of reflectivity is relevant in Applied Psychology. This is seen as a condition for the teacher's ability to improve his professional skills and his willingness to act in modern educational practice aimed at development and self-development.

Pedagogical reflection is a complex integral education, which is determined by individual typological features and social factors in the life of a teacher and future teachers.

Pedagogical reflection is not a constant quality, it has a developmental character that is clearly expressed in the process of mastering professional activities.

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