

The Essence of Pedagogical Reflection in the Context of Professional Competence

Uzakbayeva Sakypzhamal Askarovna, Kunakova Klara Umurzakovna and Chaclikova Asel Turarovna
Kazakh University of International Relations and World Languages,
Muratbaeva 200,020000 Almaty, Kazakhstan

Abstract: Pedagogical reflection is considered in the context of continuous pedagogical education of the study, disclosed the content, pedagogical reflection stages as professional competence and describes some of the mechanisms reflection process of teaching activities, analyzes approaches of teachers and psychologists to the problem.

Key words: Reflection, pedagogical reflection, mechanism of pedagogical reflection, professional competence, the contents of pedagogical reflection, educational activities, reflection process of pedagogical activity, professional activity

INTRODUCTION

Modern higher pedagogical education develops in line with the competence approach, the essence of which is the formation of the graduates needed integrative professional skills to ensure the successful solution of various problems of teacher's training, development of the young generation. These skills are called professional competencies (Krainer, 1996).

Some of them are in the nature and culture in general and general pedagogical and special. These competencies include pedagogical reflection, at the same time serves as a mechanism of formation and improvement of professional. Before considering this concept, you need clarification on the concept of reflection.

Reflection is understood as one of the important mechanisms which provides the basic functions of consciousness: the release of the man himself from the environment and opposition to the environment as a subject of the project; purposeful reflection of the external world; understanding and linking their experiences with new information; pre-thought-building activities and the forecast of their consequences; monitor and control the behavior of the individual, the ability to be aware of what is happening.

As an important part of human life, reflection is present not only in all kinds of human activity but also in all kinds of educational activities. Educational activity is complex, hierarchically organized activities.

Teacher, constantly acting as an organizer and leader of the educational process and at the same time, due to the reflection, his mind should be focused on understanding what is happening, assessment and

building their behavior in accordance with the nature of the teaching situation. Reflection at the same time is an important mechanism for release of the person from the present situation in suprasituational, allows you to build the most appropriate behavioral strategies to meet their own goals and objectives of the activities of other participants in the educational process (Hospesova and Ticha, 2003).

Specificity of pedagogical activity is imagined in the fact that every part of it suggests innovative solutions and for all the similarity of pedagogical situations actions of the teacher in them is unique and inimitable. Therefore, at the decisive moment the teacher must quickly assess the situation and actions of students, to make specific decisions and act effectively building on the circumstances, adjust its own activities sometimes without logical thinking, only on the basis of previous experience, pedagogical knowledge, erudition, intuitive search. Pedagogical reflection will help establish methods of improvisation, mentally aware of it, to rethink what happened, to take from the experience of all that is valuable and thus change the attitude to himself and to his professional activities (Fennema and Franke, 1992).

Reflective practice is used at both the pre-service and in-service levels of teaching. Coaching and peer involvement are two aspects of reflective practice seen most often at the pre-service level. In a 1993 study of how student teachers develop the skills necessary for reflective teaching during their field experiences, Ojanen explores the role of the teacher educator as coach. Teacher educators can most effectively coach student teachers in reflective practice by using student personal

histories, dialogue journals and small and large-group discussions about their experiences to help students reflect upon and improve their practices. Kettle and Sellars studied the development of 3rd year teaching students. They analyzed the student's reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers. Sellars analyzed the student's reflective writings and interviewed them extensively about their reflective practices. They found that the student teachers by practicing reflective teaching enables them to challenge existing theories and their own preconceived views of teaching resulting in professional development that would be useful throughout their teaching careers. Several research studies have proved that critical reflection upon experience continues to be an effective technique for professional development. Freidus describes a case study of one teacher/graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. After implementing reflective teaching technique in her classroom enabled her to acknowledge and validate what she was learning. The present paper work highlights the importance of practicing reflective teaching pedagogy by teacher trainees during internship, so that they develop competitive attitude (Cobb *et al.*, 1997).

MATERIALS AND METHODS

At the present stage of development of science there is no single approach to the definition of pedagogical reflection. According to some researchers Pedagogical reflection, it's an inside job, matching itself, the possibility of his "I" with what requires their chosen profession, with existing ideas about it that are different at different stages of professional self-determination.

Others believe (Vachkov, 2000) reflection is an important of the phenomenon of personal development, plays a special role in the development of professional identity. In their view, reflection is complemented and enriched in the process of feedback that allows the individual to adjust their activities and communication, arbitrarily control their behavior and self-examination of the teacher, based on the principles of generalized

analysis of pedagogical activity is an important prerequisite for the development of pedagogical reflection as professionally significant qualities of the person.

In our concept the pedagogical reflection is awareness as a subject teacher teaching activities and teaching situations; values which guide, assessment of the adequacy of their own pedagogical actions and behaviors in professionally significant situations. For clarity, you can describe some mechanisms to ensure the inclusion of reflective processes in teaching. (Hospesova and Ticha, 2003).

The implementation mechanism of reflexive act is common to all types of activities. In the context of the educational process, it is a stop purposeful activity, return to perfect mental activity, awareness of the situation, analyze it, finding educational and personal problems, development of behavioral strategies and evaluation of its implementation (Duval, 1995). Considering the initial moment of consciousness as a reflexive action, it is necessary to characterize and factors that trigger reflexive processes in educational activities.

One of these factors can be considered as the ability of the teacher to see the changes that distinguish them from the endless series of reality, make them the subject of reflection. Factor manifestation of reflexive action may be bad, is available between the expected and the actual state of affairs, to create an internal discomfort and dissatisfaction with a teacher.

A powerful mechanism for resetting the reflection is also a confrontation in the pedagogical process which manifests itself in the contradiction between how the group member perceives it and how it is perceived by others. It becomes an occasion to reflect on the relationship and their behavior, their analysis and revision (Harel and Lim, 2004).

The most important component of the reflective mechanism is thought and analysis of pedagogical reality in the form of performances, educator solutions of certain issues. Comprehensive review of the problems of reflexive act can be accessed through a variety of issues, logic and evidence-based reasoning, the account a variety of factors and positions of other participants in the situation, objective conclusions. All this characterizes the reflection as a complex mental activity (Climent and Carrillo, 2001).

A number of scientists are called the stage of "fixation process in a different material (reche-action, thought-action scheme) and objectification (awareness)". For it is here that the reflection appears usually in the form of its own rules, regulations and terminating condition a generalization of content is in the form of law, principles, methods and alienation from it.

Many authors identify the main components of the psychological mechanism of reflexive process (intention, categorization, design, schematization and objectification) and offer to implement these components as the main stages of training reflection (Helus, 2001).

Of course, the stage of the analysis of the situation is subjective and is not only the nature of mental activity, but also personal characteristics and self-perception of the teacher. Creating a unique view of the world, man takes for himself only the necessary information, omitting the fact that no matter using the operations of thinking which are not only positive but also negative aspect. (Hospesova and Ticha, 2003). Taking time with students to critically examine a wide range of material, experiences and actions is essential so that students can:

- Make connections (see action competence) and make meaning between past and present ideas, thoughts, emotions and experiences
- Take in and adapt new learning
- Apply new learning to group and personal decisions, choices and actions for a more sustainable future

When planning for reflection, consider the following:

- Reflection “in” action. This takes place during an experience or activity. Asking questions and prompting thinking about what is happening during the experience can support reflection “in” action
- Reflection “on” action. This takes place after an experience or activity. Asking questions that individuals and small groups can respond to, keeping learning journals having guided discussions, creating mind maps using templates and thinking strategies such as PMI, Y charts and Venn diagrams are all effective ways of supporting reflection “on” action

Supporting students to reflect on ‘learning how to learn’. They can reflect on:

- Their developing ability to manage themselves and pursue an inquiry and action
- How they participated and contributed to a group process
- Whether the group task, action or goal was achieved

Teachers can support students to reflect by:

- Planning for reflection as an integral part of learning (Allow time for reflection “in” and “on” action to occur)

- Using a range of techniques to encourage students to respond (these could be written, oral, acted, performed, shared as an art activity, an individual response or shared in a group. Also allow time for self reflection that can be shared at a later date)
- Giving students time to respond: don’t fill in the space with talk or answers (Bruner, 1996)

Reflection questions

Possible reflection questions: Help learners become aware of what happened during the experience:

- What did you see?
- What did you hear?
- What do you already know?
- What do you think about?

Assist learners to take responsibility for what happened during the experience. The main focus is on questions that elicit personal responses, thoughts and visions for the future:

- What would you like to see happen? (vision)
- Whose responsibility is it to deal with this issue? (responsibility)
- How do you feel about this situation? (sensitivity)
- What needs to change? (responsibility)
- What do you now know about?
- What else do you want to know? (knowledge)
- What can you do? (responsibility)

Help learners to transfer what they have learnt into action or apply to different situations:

- What additional information do you need?
- What are the barriers to change?
- What support do you need?
- Who and what can make a difference in this situation?
- How could these changes come about? Implement what they have learnt in a real life context
- How will you implement your ideas?
- What action could you take?
- What action are you going to take?
- Where will this happen and when?
- How do you know your action is going to be a solution?
- What are the possible consequences of your actions in this context?
- What things need to change to allow you to achieve success?

RESULTS AND DISCUSSION

The exploratory nature of the study led to a qualitative approach to the research design. The purpose of this study was to explore students' perceptions of reflective pedagogy in experiential based courses offered online.

Exploring possible learning and potential impact was gained through a qualitative design aimed at constructing this information through a brief survey and accompanying interview. This study's approach examined the phenomenon of experiential learning and reflection on the learning through narrative writing and other media. The field of qualitative research is constantly challenging the distinction between that which is "real" and constructed, that all events are made real through interaction, discourse, conversation and narratives. This study attempted to understand the phenomenon of learning through the combination of qualitative surveys and interviews.

The qualitative nature of the survey provides student narratives and perceptions of reflection. The brief seven-question survey was created to collect demographic information and initial reactions to reflective pedagogy. General demographic information collected included age, gender, major, academic level, ethnicity and frequency of online courses taken. Open ended questions such as, "How do you define reflection?" "How do you best make meaning for the experiences you have?" "What forms of reflection The Journal of Educators Online, Volume 7, Number 2, July 2010 7 are required for the course you are currently enrolled in? and "What other types of reflection would be useful for you to make meaning of your experiences?" were asked. The final survey question asked participants for their willingness to participate in a follow up interview (Jaworski, 1994).

The primary task in interviewing was to understand interview statements and the meaning assigned to them. The interview design allowed for both main and probing questions. Main questions were prepared for the interview ahead of time and were consistently delivered to all participants. Additionally, probing questions were used to clarify participants responses as appropriate or needed.

One of the important stages of reflexive action is also the choice of strategies and behavior analysis of their implementation. You can identify the main characteristics of effective behavioral strategies teacher with a positive reflection process. These include: meaningful pedagogical activities, the availability of the architecture of the system of values and educational goals, taking responsibility for their actions and for the lives of their students, the satisfaction of teaching activities, mental health (Komensky *et al.*, 1946).

Based on the analysis of works of scientists about the mechanism of reflexive action, it is possible to offer a form of situational reflection that a teacher can use at any time of pedagogical situation. The teacher can learn to recognize and write for you: what feelings are present in the moment and what is the attitude of the teacher to them; why this condition has occurred; what actions have led to this state; that the teacher wants to do in the next moment which wants to get the result.

In the end, all of this allows you to quickly assess the present situation and ourselves in it which may contribute to the adoption of optimal pedagogical solutions. Thus, the mechanism reflection process is a special intellectual activity performed in certain logic, aimed at the realization of many components of the educational process. Contents reflection process in pedagogical activity includes integrated, cognitive, emotional, volitional and motivational processes.

Cognitive component reflection process pedagogical activity is the realization of intelligent ways of obtaining and processing information, evaluation memorization techniques, efficiency properties of attention, their knowledge and understanding of pedagogical reality. The emotional component is the knowledge to the process and the results of educational activities, the system of interpersonal relations with other members of the pedagogical communication to him. Motivational component is the realization of goals and meanings, values, teaching activities which implements the teacher.

Volitional component is awareness of techniques and tricks to overcome the difficulties, to help implement teaching activities in their own understanding of the expected result.

The level of mental functions most difficult to reflection process, since it involves the functioning of body systems awareness, adoption and follows its natural essence.

So, reflection process may be subject to all the psychic phenomena inherent personality. However, pointing to the interaction of the subjects in the teaching situation, it should be noted and other aspects of mutual reflection the participant's pedagogical activity of each other which also becomes the content of reflection process (Helus, 2001).

For example, the teacher is what he really is (acting), how he sees himself (conscious of itself), how it is presented to another (shown next) or the other-what it really is (acting), how he sees himself (perceives himself) as he sees another (shown next).

In order to better understand student's perception of reflection as a whole, both on the survey and during the interview, study participants were asked to define reflection. Of the 37 survey responses, 32 students

defined reflection in terms of analyzing and learning from past experiences, 3 students mentioned learning from present experiences, one student mentioned future learning and one student defined reflection as involving past, present and future experiences.

CONCLUSION

Pointing to the complexity of the object reflection process, it should be noted that the pedagogical reflection process is important not only to understand themselves in all the complexity of personal and professional development, but also perceived by others as an integrated, self-actualizing person unique. In this reflection process exposed as the work itself and communication tools that are used in the process of pedagogical interaction (Jaworski, 1998).

Thus, the pedagogical reflection is not just knowledge or understanding of the teacher himself, but also finding out how others know and understand how his personality traits, emotional reactions and cognitive representations; this process is a twice mutually mirror display of entities each other whose content appears awareness course teaching activities, recreation features of each other. Signs of development of professional reflection, the consciousness aspect of their identity; comprehension of the meaning and value of their teaching activities; positive acceptance of the past and orientation in the present and the future; ability to independently change the unfavorable course of events; find the best way out of difficult teaching situations; actively and positively influence others (Jaworski, 1999).

The current state of development of the state, society and economy requires the theory and practice of education methodological and applied studies of mechanisms of formation of the new competence of a man twenty first century, who is able to analyze the current situation, the vision of itself as an active subject of activity, independent and responsible decision. Therefore, pedagogical reflection in the context of professional competence as a subject of scientific and practical research needs a thorough methodological study (Jaworski, 2003).

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