



Pedagogical Reflection in the Structure of Higher Education

¹Sh. Janzakova, ²S. Krykbayeva, ³Z. Tazhiyeva, ²B. Zhubanyshov, ⁴M. Korlasbay, ²G. Muratbayeva and ⁵L. Ilimkhanova

¹Faculty of Innovative Education of Kh. Dosmukhamedov Atyrau State University

²The Kazakh State Women's Teacher Training University, Almaty, Kazakhstan

³Department of Professional Training Kyzylorda State University, Kyzylorda, Kazakhstan

⁴School of Finance and Technology, Specialization "Computer Science and Software" Narxoz University, Almaty, Kazakhstan

⁵Member of Council For Innovative Research (USA) Mexico University of Azteca, Education (Central University of Nicaragua)

Key words: Pedagogical reflection, structure, higher education, university, teacher, research, description, analysis, efficiency, activity, pedagogy, process, students and training

Corresponding Author:

L. Ilimkhanova

Member of Council For Innovative Research (USA)
Mexico University of Azteca, Education (Central University of Nicaragua)

Page No.: 14-19

Volume: 16, Issue 1, 2021

ISSN: 1815-932x

Research Journal of Applied Sciences

Copy Right: Medwell Publications

Abstract: In this study, the need to include in pedagogical activity in the higher school of reflection as an additional tool of interaction between the teacher and the student is considered. A modern educator should not just transfer knowledge and teach students professional skills but also help them to develop themselves. Reflection as an obligatory element of pedagogical activity in higher education will help the teacher to improve his level, conduct classes more effectively. In this study, we paid attention to the fact that the teacher of higher education should regularly improve his professional level, not forgetting about personal growth. Stopping in development will lead to the fact that the teacher will use outdated methods of teaching that do not bring efficiency. Also, as a result of this, the ability of a higher school teacher to change in the activities of higher education is reduced.

INTRODUCTION

This research is devoted to the analysis of reflection as an obligatory element of pedagogical activity in higher education. The research reveals the need to use reflection for all participants in the pedagogical process: the teacher and students. The aim of the study is to describe the features of reflection in higher education and the stages of its introduction into the professional activity of the teacher.

In the modern world, the attitude toward the profession of the teacher, to teaching and teaching

methods is changing. Now, it is not the need to give theoretical material to students but to help them master professional skills and reveal their talents, to help them become an integral personality. In this regard, it is necessary to change the approach to learning, putting forward the personality of the student. To do this, more attention should be paid to the issues of teacher's reflection in higher education^[1].

Reflection is the most important factor in the professional and personal development of a teacher. Modern society and the education system needs not just good teachers who correctly explain the educational

material, give knowledge but also pay significant attention to personal growth and self-development. It is the teacher who is engaged in his own professional and personal development will be able to set a personal example for students and encourage students to develop their own personality^[2]. The conducted studies of pedagogical activity show that without reflection and self-analysis of his activity, the teacher can't develop as a person and as an expert. It can be argued that reflection is the basis for raising the professional level^[3].

This is due to the fact that without an analysis of its activities and its level it is impossible to find weaknesses and correct mistakes. Also, reflection helps the teacher to realize his place in the structure of the higher school educational process. Lack of introspection or a formal approach to it will lead to the teacher blaming external failures in his failures, unable to correct his mistakes^[4].

Pedagogical reflection is not just an analysis of one's activity but an analysis of the pedagogical situation as a whole: the educational process, the conditions for the formation and development of students, the content of education and the pedagogical technologies used. In other words, this is a process of mutual evaluation of participants in the pedagogical process, an analysis of the state of intellectual and moral development of students^[5]. Thus, the regular qualitative process of reflection and introspection contributes to an objective evaluation of the educational process. Let's analyze the reasons why the teacher should develop the ability to reflect:

- Self-analysis will help to develop their own style of teaching
- Thanks to reflection, the teacher will form an adequate self-assessment
- Introspection and reflection will help the teacher learn to predict and analyze the results of his activities
- The use of reflection will increase the level of self-organization^[6]

Let us single out the main functions of reflection:

- Diagnostic function is the identification of the level of interaction between participants in the pedagogical process and the level of effectiveness of this interaction
- Organizational function is responsible for the organization of the educational process ways and methods of its effective organization
- Communicative function regulates communication between teacher and student, helps to make communication fruitful for all participants of the pedagogical process
- The semantic function helps the participants in the pedagogical process to understand the meaning of their activity and interaction

- The motivational function determines the direction of the pedagogical process and helps to establish the right targets for the activity
- Corrective function corrects and corrects the activity of the participants in the pedagogical process or interaction, helps to increase the effectiveness of pedagogical interaction^[7]

Reflection is a multifaceted phenomenon which includes many components, conditions and characteristics. On the one hand with the help of reflection, the teacher and students realize their place and role in this interaction, the level of their development. On the other hand, reflection helps the teacher and students to self-identify themselves in a specific pedagogical situation^[9].

The use of reflection by the teacher of the university in its activity will favorably influence the development of the personality of the student as the effectiveness of pedagogical interaction will increase. A reflective teacher on a personal example, can show the importance and necessity of personal and professional self-development^[8].

The peculiarity of reflection in higher education is the establishment of links between concrete practical actions and the content of meaningful entities or concepts that regulate professional activity. This is especially, important when a professional in his professional activity faces difficulties and problems and must consider his consciousness and his actions as objects^[10]. It should be noted that professional pedagogical activity in higher education is accompanied by a regular change in the conditions in which it passes which can be regarded as difficulties or obstacles in the performance of professional duties^[11].

Effective pedagogical activity implies that every teacher should have the skills of reflection. Consequently, the teacher should develop as a specialist and as an individual. Only an advanced, creative personality capable of finding new ways of solving professional problems is capable of reflection. Let's describe the distinguishing features of a teacher of higher education, capable of reflection:

- The ability to take responsibility for their actions
- Constant development of both professional and personal
- The ability to solve their problems as efficiently and without harm to others
- The ability to achieve success in activities and public recognition of one's own worth
- Attitude to professional activity not only as a work but also as a way of self-expression
- Ability to receive satisfaction from their professional activities
- Openness to change and new life experience, not fear of change and innovation^[12]

MATERIALS AND METHODS

In this study, the following research methods were used: descriptive, analysis, comparative. The study relied on the methodological results of domestic and foreign researchers. For example, A.Kastenich, G.A. Shulgina consider reflexion as an important part of pedagogical activity and describe the stages of its implementation. Foreign researcher D.J. Scandell conducted a thorough analysis of the changes occurring in education, the conditions that cause these changes. The researcher has developed methods for solving problems and difficulties caused by changes in the environment of higher education. Russian and Belarusian researchers developed methods for introducing reflection in higher education.

The above qualities of the teacher of higher education are associated with the self-actualization of the individual and the personal potential of the teacher, the qualities inherent in nature. This is especially important, since, the educator being in society is exposed to the influence of others and his acquired qualities and skills begin to dominate him. It is necessary to harmoniously develop what is given to us from birth and what society has given us.

An important role is played by reflection in the teaching of higher education, since, it is in higher education that the formation of a professional personality takes place, skills of love for the profession and work are instilled^[13]. The development of the personality of the student and the teacher takes place in conditions of interaction with each other and the external environment. It depends on a number of factors. For example, on the type of professional activity, world outlook, moral values, the activity of participants in the interaction^[14].

The basis of pedagogical reflection in higher education is the experience that the teacher received during the years of training and the time of work experience. Many imagine reflection as a one-time event, a method that is applied once. But this approach is wrong. Reflection is a step-by-step mechanism that must be used throughout pedagogical activity^[15].

DISCUSSION

Let us analyze the stages of reflection in higher education: The first stage is the study of the situation. Each problem and complexity must be viewed objectively and from all sides, not torn from context. It is important to investigate, analyze the psychological and pedagogical situation before drawing conclusions. Psychological and pedagogical situation is a combination of objective conditions and events in which the activity takes place. This stage, although it is initial but has a number of difficulties because of which it is on the study of the situation that reflection ends. A teacher at a higher school

finds shortcomings in himself or in his activities and begins to justify them. As a rule, the most common excuses are the following: a small number of hours and a large amount of educational material, difficult children and illiterate students, lack of proper methodological support, poor material and technical equipment of the university, etc. This approach is fundamentally wrong^[16].

Regardless of justification, the educator must adequately assess himself and the current situation. Objective factors should be taken into account to understand how a teacher can change the current situation and correct the difficulties. The teacher should not run away from difficulties, try not to notice them but try to reduce the influence of negative factors, solve existing problems. At this stage, the teacher should adequately and honestly analyze the current situation, find the cause of the difficulties that have arisen^[17].

The second stage is the identification of difficulties in activities. It is necessary not only to highlight the causes of difficulties that reduce the effectiveness of training and lead to a lack of results but also that exist in the process itself. In other words, it is necessary to highlight the difficulties that exist in the educational process. This must be done, since, without analyzing the existing difficulties it is impossible to stabilize the result of the training or to increase it^[18].

At this stage it is necessary to analyze which methods and methods of teaching are most effective and which ones are less important, it is also important to establish the reasons for the decrease in efficiency. Such, an analysis will make it possible to understand that most often, difficulties in pedagogical activity arise in the course of its implementation. The earlier difficulties are identified, the easier it is to correct them and the less negative will be their impact on the future result^[19].

The third stage is the stage of identifying the causes of difficulties. This stage has been identified and it is necessary to find the reasons for their occurrence. The teacher of higher education should conduct an introspection and return to the past successful experience to compare the pedagogical situation. It is rare that the cause of the difficulties is one as a rule, they represent a complex of objective and subjective causes, the reasons that are caused by the situation. Subjective reasons are embedded in the personality of the teacher. Such reasons are much more difficult to analyze, since, the teacher should objectively evaluate himself as a specialist from a foreign position. For objective reasons, the following can be attributed: underdeveloped attention and memory in students, workload, not an interesting subject. At this stage, the teacher, capable of reflection, should ask himself a series of questions: "What I did to develop interest in the subject, to develop attention, memory, etc.", "What can now be done to "..."^[20].

In establishing the reasons for the difficulties, the educator must discover for himself the way to solve them and not just state the facts. The solution of the problem should be effective which will not shift its side or simply smooth out the situation but will help to effectively solve existing problems^[21].

The fourth stage is the criticism of the old norm. It is the criticism of existing forms that is the most difficult stage of reflection for teachers of higher education. Teachers who have a great pedagogical experience have developed methods and methods of teaching. It is not easy for them to realize that generations are changing world view is changing^[22]. It is impossible to work with modern youth either with students of five or ten years ago as with a generation of Soviet students. The ideology, attitude to the world to education changed, new interests and authorities appeared. Using outdated methods and methods of teaching reduces the effectiveness of education. The teacher is in a situation when the usual ways of learning stop giving results. This is a natural state of affairs for a teacher working with different generations of people^[23].

The teacher who can reflect and adapt to the new environment, quickly rebuild and develop new teaching methods. Teachers who do not use reflection in their work can't adapt to change and continue to use outdated teaching methods. Teachers with extensive teaching experience often argue that modern students differ from previous generations for the worse: they have become less diligent, less knowledgeable, ill-bred, not interested, etc..

But is this really so or has the teacher not had time to adapt to the change of generations? We believe that the second option is more correct as existing norms change regularly and attitudes towards students also need to be reviewed. Teachers applying reflection do not point to the corruption of the modern generation but on the contrary, find positive moments and try to keep pace with the times, to share the interests of young people^[24].

Criticism of the new form should be carried out by the teacher of higher education not only with the change of generations but also with the transition to a new place of work. For example, a teacher moves to another university, a narrower or broader specialization or leaves to work in an educational institution of a different type. Adaptation to the situation and the development of a new norm, a new attitude should be to rethink the work in oneself and not yourself in the work, otherwise there is a great temptation to write off everything on objective factors^[25].

Analyzing and critical attitude to the methods and methods used, the teacher should, if he notices that the results of training systematically become worse. The main difference between a single failure and a systematic failure is that a single failure indicates an incorrectly

applied individual approach which can be established on the basis of an analysis of the previous experience. A systematic failure indicates an incorrect teaching methodology. To solve this problem, it is necessary to develop a new form of training^[26].

The fifth stage is the development of a new form of education. Unfortunately, not all teachers of higher education can solve this problem. Adapting to a new situation means not only to develop new forms of training but also to abandon old ones that do not bring results. Effective and rapid adaptation to the new psychological and pedagogical situation is possible only on the basis of a comparison of new experiences with previous experiences. Thanks to this, the teacher of higher education becomes mobile has the opportunity for professional and personal growth acquires new experience^[27].

Mastering new skills, the teacher can evaluate themselves and students from different positions that will present different pictures and help to adequately assess the situation. The teacher will assess his level of development begin to search for ways of self-improvement and self-development which is the main goal of reflection in higher education^[28].

The above stages of reflection will allow the teacher to move to a new level of professional development. In this regard, reflection becomes a vivid example of pedagogical interaction. But the reflection in higher education should be present not only in the activity of the teacher but also in the activity of the student^[29]. To understand their own activities in the process of pedagogical interaction, the teacher and students should adhere to the following algorithm: The subject must determine in what circumstances he should act: which actors participated in the interaction what results they expected from this interaction what was done and what happened.

Participants in pedagogical interaction should answer a number of questions:

- What did the participant want from the pedagogical interaction
- What intentions, goals, program representations were there
- What actions were taken by the participants to achieve their goals
- What could the pedagogical participant do what did he want to do
- What would be the result when carrying out the intended actions

Consider the options and answer the question: How would the circumstances change if the participant had another goal or did he do other things to achieve the goal? The student should be able to model situations based on

specific situations be able to predict the course of events. Such, a way of analyzing interaction and understanding oneself is possible only on the condition of independent goal-setting and programming of one's own activity. Such, examples in the practice of higher education exist and have an interesting experience^[30].

The student independently answers his own questions and builds an interaction program using the following algorithm: Draws a picture of the future, i.e., represents the situation and the circumstances that exist without him. The subject must inscribe himself in this situation. It is important to note that circumstances must be asked by other people, their intentions, states and relationships. Determines what its activities should be for. The student represents his own activity in connection with the proposed picture of the future situation. Draw up a plan for immediate actions and commit these actions, all the while considering that there are other people in the situation^[31].

Reflection of a student as a participant in pedagogical interaction is a complex phenomenon. This is due to the fact that the traditional organization and the conditions of the educational process in the university do not promote the use of reflection as a way of interaction with students, since, the student's actions are stereotyped and do not require independence, often suppressing the manifestations of independence and initiative^[32]. Often a student can't look at himself on his inner world from outside, ponder and ask himself: "What am I doing?", "What is the meaning of what I do?" i.e., can't comprehend the motives of his activity^[33].

The traditional organization of education in higher education does not imply the need for reflection among students on the contrary the student must carry out training in accordance with the program's curriculum, the teacher. The disadvantage of such a system is that the student does not have his own vision of his actions. It is necessary to organize the process of education in higher education in such a way that the student also actively participated in the learning process, realized the importance of his actions, predicted the results of his actions, i.e., to enable students to reflect^[34].

It is important to form this type of interaction between the teacher and the student in which the student will have an opportunity to influence the learning process and communication between the teacher and the student. A new type of relationship will promote self-development and self-improvement of the student. Reflection of the teacher and student will build a new dynamic system, the components of which are the nature of the interaction process, the positions of its participants and the relationships that develop between them.

The establishment of a "subject-subject" relationship between a teacher and a student leads to a reflection of the participants in the interaction from different positions:

either from the position of the "student" or from the position of the "teacher"^[35]. This approach allows us to analyze the same situation of pedagogical interaction from different sides which gradually forms the responsibility for the quality of interaction in the pedagogical process^[36].

CONCLUSION

Thus, the reflection in the structure of higher education is an important element of the pedagogical interaction between the teacher and the student. The teacher should regularly conduct reflection to adjust his professional activity, improve himself be a modern teacher. It is this teacher who adapts to the changes that are taking place and uses modern methods of instruction that is necessary for a new education system. The role of the student also changes. Reflexive student is not a passive participant in pedagogical interaction but becomes a full-fledged, active subject which positively affects the learning outcomes.

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