

УДК 616.159:923-102; 487

**S. Tabachnikov**

Ukrainian Research Institute of Social and Forensic Psychiatry and Narcology of the Ministry of Health of Ukraine, Kiev, Ukraine

**N. Mykhalchuk**

Rivne State University of the Humanities, Rivne, Ukraine

**Ye. Kharchenko**

Ukrainian Research Institute of Social and Forensic Psychiatry and Narcology of the Ministry of Health of Ukraine, Kiev, Ukraine

## **EMPIRICAL RESEARCH OF THE STRUCTURE OF PROFESSIONAL REFLECTION OF TEACHERS**

Емпіричне дослідження структури професійної рефлексії педагогів

### **Abstract**

The article deals with objective and subjective conditions that determine the professional development of teachers in general and the development of their professional reflection in particular, which are related to the real system of professional training of students at higher school. To their number there were included: psychological orientation of professional training; the content of the educational process in higher educational institutions; unity and interrelation of theoretical and practical aspects of professional training of students at higher school.

Subjective conditions that influence the development of professional reflection of future teachers of a foreign language were such as: professional orientation of the person in his/her future activity; the development of intellectual abilities; students' activity in their professional development and mastering of professional reflection.

The authors of the article identified four levels of professional self-determination of the first-year students who studied at higher school: 1) a high level of professional self-determination is the manifestation of a multi-component

professional motive; the presence of a clear idea of the image of a teacher with a lot of professionally relevant qualities; the development of objective self-esteem, active and positive attitude to the profession and the purpose of studying at a higher school – at last to become a professional teacher. Students with a high level of professional self-determination formed a group of “well-professionally oriented” students: 2) middle (potential) level of professional self-determination – the manifestation of two-component professional motive (stable desire to become a teacher, the ability to work with people); the development of active and positive attitude towards the profession and the purpose of studying at a higher educational institution to become a teacher of a foreign language. Students with a potential level of self-determination were classified as “professionally oriented”; 3) low level of professional self-determination – the manifestation of one-component professional motive (the desire to become a teacher), which in its content – amorphous, unstable, because in its basis – only the emotional attitude to the profession (“like – do not like”); the perception of the pedagogical profession is superficial, fragmented, and, as a result, passive-positive attitude to the profession and objectives of studying at a higher educational establishment. Students with a low level of self-determination made up a group of “weakly professionally oriented”; 4) very low level of professional self-determination – manifestation of uncertain attitude to the profession, self-restraint from it; motives and goals of entering higher educational institutions can be regarded as emotionally cognitive-orientated (“just interesting”, “may be like”, “try”). These students formed a group of “professionally non-oriented” ones.

**Key words:** professional reflection, professional development, professional training, professional self-determination, professionally relevant qualities, mastering of professional reflection, professional motive.

### **Резюме**

У статті досліджено об’єктивні та суб’єктивні умови, що визначають професійний розвиток педагогів у цілому і формування професійної рефлексії зокрема, пов’язані з сучасною системою фахової підготовки

майбутніх вчителів у вищих навчальних закладах. До об'єктивних умов віднесено: професійну спрямованість підготовки майбутніх фахівців; зміст освітнього процесу у виші; взаємозв'язок теоретичного і практичного аспектів підготовки.

Виокремлено суб'єктивні умови, що впливають на формування професійної рефлексії майбутніх учителів та викладачів іноземної мови: професійна спрямованість особистості; інтелектуальні здібності; активність студентів у фаховому розвитку і набутті професійної рефлексії.

Авторами статті визначено чотири рівні професійного самовизначення студентів 1 курсу, які вступили до вищого навчального закладу: 1) високий рівень – прояв багатокомпонентного професійного мотиву; наявність чіткого уявлення про образ вчителя, а також необхідні для нього професійно актуальні риси; сформованість об'єктивної самооцінки, активно-позитивного ставлення до професії і мети навчання у вищому закладі – стати вчителем-професіоналом. Студенти з високим рівнем професійного самовизначення склали групу «добре професійно зорієнтованих»; 2) середній (потенційний) рівень – прояв двокомпонентного професійного мотиву (стійке бажання стати педагогом, здатність до роботи з людьми); сформованість активно-позитивного ставлення до професії та мети навчання у вищому навчальному закладі – стати вчителем іноземної мови. Студентів із потенційним рівнем самовизначення ми відносили до категорії «професійно зорієнтованих»; 3) низький рівень – прояв однокомпонентного професійного мотиву (бажання стати педагогом), який за своїм змістом – аморфний, нестійкий, оскільки в його основі лише емоційне ставлення до професії («подобається – не подобається»); уявлення про професію педагога поверхневі, фрагментарні і, як результат, – пасивно-позитивне ставлення до фаху і мети навчання у вищому навчальному закладі. Студенти з низьким рівнем самовизначення склали групу «слабко професійно зорієнтованих»; 4) дуже низький рівень – прояв невизначеного ставлення до професії, самовідсторонення від неї; мотиви і мета вступу до вищого навчального закладу можна розцінювати як

емоційно-пізнавально-орієнтовані («просто цікаво», «можливо, сподобається», «спробую»). Такі студенти склали групу «професійно неорієнтованих».

**Ключові слова:** професійна рефлексія, професійний розвиток, професійна підготовка, професійне самовизначення, професійно важливі риси, набуття професійної рефлексії, професійний мотив.

**Background.** The actual approach of updating reflection is especially relevant for those professions where the theoretical foundations of such an approach remain inadequately developed. Practicing teachers in such a situation have to look not only for solving a certain problem, but also to choose a strategy for its solution, or to create their own original concept, based on their own experience and available theoretical and experimental research.

To a large extent, these problems are characteristics of the professional systems of “man-man”, a distinctive feature of which is a rich psychological background that impedes any technological regulation of pedagogical activity. In these circumstances, reflection as a quality of a person, as the ability of a teacher to integrate his/her own experience, theoretical knowledge and research approach, in order to find the optimal solution to ambiguous practical problems and situations of cognitive dissonance, becomes an indicator of high professionalism, which, in our opinion, must be inherent rationality and humanity.

According to these, the study of the conditions and means of the development of the professional reflection of future specialists, the development of methods for teachers’ purposeful development become especially relevant.

We consider pedagogical activity a reflective process by its nature. If we consider the pedagogical process in the context of “the subject-subjective paradigm” [1; 2], the effect of teachers’ influence on students is greatly enhanced by reflexive processes. In such a way we consider reflexive management as the main, central process of the pedagogical activity. The regulatory function of reflection, its influence on the relationship between the teacher and the students

and the style of pedagogical activity were studied by us as a type of reflection that is characterized in pedagogical activity and communication as a socially perceptual reflection, under which we understand rethinking, checking our own ideas about the development of children's person. The disorientation of social-perceptual reflection we mean as a cause of destructive relations in the system of "a teacher – a student".

That's why reflection is considered by us as a professionally important quality of the person, which forms the basis for the formation of the social-perceptual and communicative skills of a teacher. Also reflection determines the level of his/her professional self-consciousness. In order to develop a pedagogical reflection we consider reflection as a psychological mechanism of professional self-knowledge of students at the process of studying at the pedagogical university.

**Objective.** So, we'll analyze the reflection as one of the psychological mechanisms of self-control, which, in turn, ensures the personal growth of a future teacher. From this point of view we determine the relationship between the logical and emotional levels of pedagogical reflection, methods and techniques of the development of reflection. In general, it was proved by us that knowledge of the conditions and features of the functioning of the reflection of teachers at the initial stage of adaptation to pedagogical activity were contributed to the improvement of psychological and pedagogical teachers' training. Also we developed and tested the program of the development of reflection among students-teachers through the means of social and psychological training, which was considered by the authors of that article as a method of organized process of the development of reflection in subject-subject communication.

**Materials and methods.** We have the purpose to analyze the results we obtained for the component "experience of reflection" of teachers (128 teachers of Rivne State University of the Humanities were participated in the empirical part of the research. The research lasted during 2017). For experimental research we used the following methods and techniques: the method "Who am I?", developed by M.Kun; a questionnaire "My Way to the Profession", developed by

M.Yu.Varban; a reflexive way of writing essays. To do this, we offered students the themes of the essays: “How do I imagine my future life” and “My own results, achievements in education and the way to reach professionalism”; a technique “A pyramid of professional growth”, proposed by M.Yu.Varban on the basis of the model of professional stratification of P.Sorokin; standardized self-replication questionnaire by V.V.Stolin; a scale “My own view of myself now” proposed by E.Erickson; a questionnaire developed by us to detect the imposition of future psychologists; a method of unfinished sentences by N.Tolstykh; a questionnaire developed by us for self-assessment of the person.

So, it was investigated how the topic of professional growth and reflection was relevant for teachers, according to that point of view that their professionalism included important qualities were fallen into the space of actual or potential reflection. At the beginning of our experiment, we considered it was necessary to conduct a micro-study of teachers’ judgments about the role of reflection in their professional activity. In order to obtain a more objective assessment of knowledge, we took into account not only the data on the questionnaire, but also the results of our interview, which included a number of questions aimed at clarifying the necessary information (table 1).

Table 1

**Results of teachers’ judgments about the role of reflection in their professional activity**

No.	Questions	Answers (%)											
		The teachers, who work at universities not more than 1 year			The teachers, who work at universities not more than 5 years			The teachers who work at universities not more than 10 years			The teachers, who work at universities more than 10 years		
		*	**	***	*	**	***	*	**	***	*	**	***
1.	What is reflection?	38,81	23,97	37,22	45,12	24,50	30,38	54,81	29,76	15,43	56,08	33,14	10,78
2.	Explain the role of reflection in the professional	33,13	36,05	30,82	37,57	30,08	32,35	48,24	31,04	20,72	49,33	37,13	13,54

	activity of a teacher.												
3.	Outline the problems that your reflective thinking is aimed at.	21,18	25,19	76,76	23,49	28,16	76,42	32,02	20,13	73,65	20,14	34,53	68,43
4.	Show the role of reflection in your professional activity.	27,05	33,18	79,37	28,86	34,53	77,61	29,54	41,06	79,34	29,44	24,07	77,09
5.	Can professional reflection accelerate the resolution of problems' situations?	22,66	31,45	86,79	28,11	35,97	82,42	30,10	28,94	78,49	25,06	43,77	80,63

- \* – full answers;
- \*\* – not full answers;
- \*\*\* – fragmentary answers.

So, teachers of different groups have insufficient knowledge about reflection. The teachers expressed the following thoughts: “I did not know what to think about my thoughts” (Olga K., the teacher who works at the university not more than 1 year); “I heard about the reflection for the first time” (Marina V., the teacher who works at the university not more than 1 year); “Never try to forget about your problems” (Mike E., the teacher who works at universities more than 10 years); “I do everything right, I have no problems” (Oksana A., the teacher who works at universities not more than 10 years).

The purpose of the second stage of our experiment was to analyze the conditions that contribute to the development and intensification of professional reflection among teachers. Planning this stage of the research, we proceeded from the fact that the process of the development of professional reflection was a specific part of the professional development of teachers. Professional reflection is influenced by the general – both objective and subjective – conditions and factors of professional development of the person of teachers.

Objective conditions that determine the professional development of teachers in general and the development of their professional reflection in particular, are related to the real system of professional training of students at higher school. To their number we include:

- psychological orientation of professional training;
- the content of the educational process in higher educational institutions;
- unity and interrelation of theoretical and practical aspects of professional training of students at higher school.

These conditions were revealed by the analysis of the educational process of the faculties of foreign languages of Rivne State University of the Humanities (Ukraine). We singled out the subjective conditions that influence the development of professional reflection of future teachers of a foreign language:

- professional orientation of the person in his/her future activity;
- the development of intellectual abilities;
- students' activity in their professional development and mastering of professional reflection.

These conditions were determined by us during the study of the process of professional orientation of students of the first year studying at the faculty of foreign languages; as well as taking into account the fact of professional self-determination in our research, we consider professional self-determination as the main component of the system of the development of professional reflection of future teachers.

According to the degrees of “professional suitability”, proposed and described by Yu.N. Kulyutkin [3, pp.22–28] we identified four levels of professional self-determination of the first-year students who studied at higher school:

1. ***A high level of professional self-determination*** is the manifestation of a multi-component professional motive (the desire to become a teacher of a foreign language, the ability to work with people, to have a great interest in a foreign language and the intention to study it); the presence of a clear idea of the image of



a teacher with a lot of professionally relevant qualities; the development of objective self-esteem, active and positive attitude to the profession and the purpose of studying at a higher school – at last to become a professional teacher. Students with a high level of professional self-determination formed a group of “well-professionally oriented” students.

2. ***Middle (potential) level of professional self-determination*** – the manifestation of two-component professional motive (stable desire to become a teacher, the ability to work with people); the development of active and positive attitude towards the profession and the purpose of studying at a higher educational institution to become a teacher of a foreign language. Students with a potential level of self-determination were classified as “professionally oriented”.

3. ***Low level of professional self-determination*** – the manifestation of one-component professional motive (the desire to become a teacher), which in its content – amorphous, unstable, because in its basis – only the emotional attitude to the profession (“like – do not like”); the perception of the pedagogical profession is superficial, fragmented, and, as a result, passive-positive attitude to the profession and objectives of studying at a higher educational establishment. Students with a low level of self-determination made up a group of “weakly professionally oriented”.

4. ***Very low level of professional self-determination*** – manifestation of uncertain attitude to the profession, self-restraint from it; motives and goals of entering higher educational institutions can be regarded as emotionally cognitive-orientated (“just interesting”, “may be like”, “try”). These students formed a group of “professionally non-oriented” ones.

We identified the professional self-determination of the students using the questionnaire proposed by us (table 2). The data in Table 2 show that 13,25% of the students of group E1, 18,94% – E2, 15,65% – K1, 17,37% – K2, who entered the higher educational institution at the faculty of foreign philology, were well oriented in the sphere of pedagogical profession and the process of mastering it, that is, they have demonstrated a high level of professional self-determination. The

average (potential) level of professional self-determination have 24,16% of students in group E1, 29,38% – E2, 13,17% – K1, 21,19% – K2.

The professional choice of these students is conscious and motivated, personal qualities have the basic requirements of the profession “man – man”. On this basis, we assumed that these students had a positive reflexive experience, which was also confirmed at the stage of molding experiment: these students were distinguished by clearly expressed need for self-change and associated activity, as well as the dynamics of their positive personal changes.

Table 2

**Distribution of students of experimental and control groups according to their professional levels of self-determination**

Levels of professional self-determination	Estimates for professional self-determination (in%)			
	E1	E2	K1	K2
High level (well professionally oriented)	13,25	18,94	15,65	17,37
Average (potential) level (professionally oriented)	24,16	29,38	13,17	21,19
Low level (poorly professionally oriented)	36,18	39,42	34,58	41,02
Very low level (professionally non-oriented)	26,41	12,26	36,60	20,42

Unfortunately, the results of students of experimental and control groups with a low and very low level of professional self-determination are relatively high: 62,59% of students E1, 51,68% – of E2, 71,18% – of K1, 61,44% – of K2. The presentations of these students about their personal qualities in the context of chosen profession were characterized by incompleteness, inaccuracy, poor awareness of compliance with the requirements of the profession. In most cases, the understanding of their own professionally meaningful properties and qualities was determined only by general, undifferentiated ideas about chosen pedagogical

profession. This allowed us to distinguish a number of contradictions, the main of which are such as:

- between the lack of knowledge of students of 1-2 courses on the complexity of the pedagogical profession and the requirement of awareness and independence of their choice;

- between professional plans of students, on the one hand, and means of achieving them – on the other one. So, students' plans are focused on the result, not on the ways to achieve them. These results were manifested in the lack of awareness or inadequate assessment by students of their capabilities, in the inability to take into account their individual characteristics in relation to the pedagogical profession.

The results obtained by us did not allow us to resolve the revealed contradictions at this stage of the experiment, since the qualitative research did not foresee the introduction of the development program to form the professional reflection of students. Also, the idea of a purposeful formation of person's readiness for future professional activity, which was realized through modeling of reflexively organized activity.

The program, which was proposed by us, allowed us to form professional reflection among students, as well as to solve the revealed contradictions in the process of the experiment. The stage of determining the level of professional self-determination was the initial, starting the process of the development of a future specialist – a teacher of a foreign language.

The analysis of essays written by students of experimental and control groups suggests the existence of such problems and contradictions that arise in the way of the professional development of respondents. This, above all, is the problem of conscious choice of the path of professional development; the contradiction between the ideal of the profession and the image "I am a professional"; the contradiction between the requirements of the profession and the individual style of the activity; the contradictions between the perceptions of the society and the type of professional, and the professional "gestalt" of the person;

contradictions in professional growth associated with the level of reflexive representation of the features of “I am in the profession”, etc.

**Conclusions.** Taking into account the results obtained in the molding experiment, *the preconditions for the acquisition of professionally significant experience* by future teachers are singled out: psychological education of students; the development of value-semantic sphere of the person; the development of personal, intellectual and professional reflection, the development of self-knowledge of specialists, skills of self-examination, adequate self-esteem and the ability to creative self-realization; the development of the need for self-realization, subjective self-determination, self-control, self-correction of the professional activity; the development of the ability to communicate effectively and present dialogues with others during the professional activity, actualization of the interpretive resources of the students’ person, the development of the students’ interpretative competence.

### **References**

1. Ball G.A., Burgin M.S. (1994). *The analysis of psychological impact and its pedagogical significance [Questions of Psychology]*. № 4, pp. 56–66. [in Russian].
2. Kovalev G.A. (1987). *Three paradigms in psychology – three strategies of psychological impact [Questions of Psychology]*. № 3. pp. 41–49.
3. Kulyutkin Yu.N. (1989). *Reflexive regulation of cogitative actions: Psychological research of intellectual activity*. M.: MGU Publishing House. pp. 22–28.

## Відомості про авторів:

1. **Табачников Станіслав Ісакович** – доктор медичних наук, професор, президент АН ВО України, заступник директора з наукової роботи і судової психіатрії та експертизи УНДІ ССПН МОЗ УКРАЇНИ.

**Tabachnikov Stanislav Isakovych** – Doctor of Sciences in Medicine, Professor, the President of the Academy of Sciences of Higher Education of Ukraine, the deputy director of scientific work and forensic psychiatry and expertise of Ukrainian Research Institute of Social and Forensic Psychiatry and Narcology of the Ministry of Health of Ukraine.

2. **Михальчук Наталія Олександрівна** – доктор психологічних наук, професор, завідувач кафедри практики англійської мови Рівненського державного гуманітарного університету, академік Академії наук вищої освіти України.

**Mykhalchuk Nataliia Olexandryvna** – doctor of Psychology, Professor, the head of the department of Practice of English of Rivne State University of the humanities, the academician of the Academy of Sciences of Higher Education of Ukraine.

3. **Харченко Євген Миколайович** – доктор медичних наук, професор, акад. АН ВО України, головний науковий співробітник відділу соціальної та клінічної наркології УНДІ ССПН МОЗ УКРАЇНИ.

**Kharchenko Yevgenyi Mykolaevych** – Doctor of Sciences in Medicine, Professor, the academician of the Academy of Sciences of Higher Education of Ukraine, the Chief Researcher of the Department of Social and Clinical Narcology of Ukrainian Research Institute of Social and Forensic Psychiatry and Narcology of the Ministry of Health of Ukraine.