THE IMPORTANCE OF REFLEXIVE ENVIRONMENT IN THE DEVELOPMENT OF REFLEXIVE COMPETENCES OF STUDENTS

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Abstract: In the context of the modernization of education, professional competence, which characterizes a person's ability to use acquired knowledge and personal experience in a particular situation, should be considered as an integral indicator of the quality of training of a future teacher. The professional competence of a teacher includes various components, including reflective. In this regard, the question of the formation of reflective competence is very relevant.

Keywords: competence, reflection, method, reflective environment.

INTRODUCTION

Reflection contributes to achieving the proportionality of the environment and the existence of the individual. Opportunities, conditions, modes of activity and relationships are the parameters of this environment. These parameters are formed as a result of the assimilation of culture through personal experience. The reflective environment is a dynamic structure in which the personality, passing through the "educational cycle", develops. Since reflection is understood as a general principle of existence, realizing the ability of a person to be in a practical relation to the conditions of his life, and not to merge with them, then in a reflective environment both the teacher and the student act as subjects [1].

MATERIALS AND METHODS

The concept of "reflexive environment" in pedagogy is relatively new and insufficiently studied. In our study, we rely on the interpretation of the reflexive environment by A.A. Bizyaeva, G.G. Ermakova as a system of conditions for the development of a personality, which opens up the possibility of self-examination and self-correction of socio-psychological and professional resources and contributes to the need for reflection [2]. The authors noticed an important feature of the reflexive environment - its variable nature, i.e., the possibility of choosing where its subjects should be.

RESULTS AND DISCUSSION

The main principle of the reflective environment is to build joint actions of the subjects of education (teachers and students). These actions should be open, involving the inclusion of the actions of another (“cumulative actions” in the terminology of D.B. Elkonin). Open action by its nature is such that it must always be built according to the situation or purpose of joint activity. Thus, open action in its essence is search and research. The model of a reflective environment that ensures the formation of open actions should, in fact, be designed as a system for building open interaction and open relationships.

Based on the positions of modern researchers (V.A. Kozyreva, I.V. Maloletneva, T.V. Samodurova, P.I. Tretyakov, T.I. Shamova, E.A. Yamburg, etc.), we define a reflexive environment university as a socially conditioned integrity of interacting participants in the pedagogical process and the environment, its spiritual and material values, contributing to the development of students' reflexivity [1-4].

Researchers L.M. Ilyazova, L.B. Sokolova, considering the reflexive educational environment as a set of external and internal pedagogical conditions in which the active formation of a culture of pedagogical activity is carried out, they single out a sequence of actions

in the process of becoming a reflexive educational environment that meets the objectives of student-centered education:

- analysis and correlation of the needs of students and the possibilities of the environment;
- the natural occurrence of a contradiction between needs and opportunities;
- inclusion of mechanisms of reflection as a means of overcoming the crisis that has arisen;
- ensuring a change in the position of the future teacher in relation to the environment;
- building a reflective educational environment around him by a student - from awareness of himself in the environment to the transformation of the environment through the use of reflexive forms of student activity [3].

According to L.M. Ilyazova, L.B. Sokolova, students and teachers have the opportunity to build an educational environment based on their needs and in accordance with their direction of development. Therefore, for a reflective educational environment, the presence of externally imposed and strictly regulated methods of work and programs is uncharacteristic.

The presented process of the formation of a reflective educational environment is abstract in nature; no specific methodological means are proposed that allow designing such an environment.

In our opinion, the system-synergetic and reflexive approaches should become the basis for modeling a reflexive environment.

The system-synergetic approach considers any system as non-equilibrium and largely self-regulating from the standpoint of a harmonic, coordinated interaction of its elements. The reflexive environment designed by us has all the main features of the system: the subordination of the entire organization to a specific goal, structuredness (the presence of elements and parts), interconnectedness and interaction of elements (self-organization and manageability in the development process).

The design of a reflective environment is based on the synergistic potential of an individual (student, teacher, manager) as a systemic set of natural, biopsychic and socio-psychological capabilities of an individual, which determines its social viability. In addition, the synergistic approach allows us to consider the educational system as a holistic phenomenon, including the material, the ideal, and the spiritual [4]. The system-synergetic approach is inherently focused on the functioning of the external conditions of the reflexive environment.

The reflexive approach provides for the stimulation of the internal efforts of the individual: its self-development, the desire for personal and professional growth. This approach is associated with the internal conditions of the reflective environment, under which a person realizes the meaning of his actions.

CONCLUSION

After analyzing the data obtained, which are consistent with our personal experience in the university, we came to the conclusion that the dominant condition affecting the formation of reflective competence is a positive attitude towards the teaching profession. Without this condition, it is impossible to guarantee a high level of reflective competence, since the driving force behind any activity is motive and need.

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