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REFLEKSYJNE PODEJŚCIE DO KSZTAŁTOWANIA KOMPETENCJI STRATEGICZNYCH PRZYSZŁYCH NAUCZYCIELI SZKÓŁ PODSTAWOWYCH

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Adnotacja. Jednym z ważnych zadań nowoczesnych uczelni wyższych Ukrainy jest kształcenie kompetentnych specjalistów zgodnie z poziomem światowych standardów, społecznie i zawodowo mobilnych, konkurencyjnych na ukraińskim, europejskim i światowym rynku pracy, zorientowanych na edukację w ciągu życia. Celem artykułu jest podkreślenie refleksyjnego podejścia jako podstawy kształtowania kompetencji strategicznych przyszłych nauczycieli szkół podstawowych. Rezultatem kształtowania kompetencji strategicznych przyszłych nauczycieli powinien być rozwój osobisty i zawodowy, gotowość uczniów do ciągłej refleksyjnej aktywności, analizy, interpretacji własnych osiągnięć, co w ciągu życia przyczyni się do tworzenia własnych strategii refleksyjnych i posłuży jako podstawa ciągłego rozwoju zawodowego i samodoskonalenia. Perspektywą dalszych badań naukowych powinno być zastosowanie refleksyjnego podejścia do kształtowania kompetencji strategicznych w procesie edukacyjnym w celu zbudowania modelu odpowiedniego uczenia się.

Słowa kluczowe: podejście refleksyjne, kompetencje strategiczne, nauczyciel szkoły podstawowej, język obcy, rozwój kompetencji strategicznych, bakałarz.

REFLEXIVE APPROACH AS A BASIS FOR THE FORMATION OF STRATEGIC COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. One of the important tasks of modern institutions of higher education in Ukraine is the training of competent specialists in accordance with the levels of world standards, socially and professionally mobile. The purpose of the article is to highlight the reflexive approach as a basis for the formation of strategic competence of future primary school teachers. The result of the formation of future teachers' strategic competence should be personal and professional development, students' readiness for constant reflective activity, analysis, interpretation of their own achievements, which throughout life will contribute to the formation of their own reflective strategies and serve as a basis for constant professional growth and self-improvement. The prospects for further scientific research should be the use of the reflection approach to forming of strategic competence in the educational process.

Key words: reflexive approach, strategic competence, primary school teachers, foreign language, development of strategic competence, bachelor.

РЕФЛЕКСИВНИЙ ПІДХІД В ФОРМУВАННЯ СТРАТЕГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

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Анотація. Одним із важливих завдань сучасних вищих навчальних закладів України є підготовка компетентних фахівців відповідно до рівня світових стандартів, соціально та професійно мобільних, конкурентоспроможних на українському, європейському та світовому ринках праці, орієнтованих на освіту впродовж життя. Мета статті висвітлити рефлексивний підхід як основу формування стратегічної компетентності майбутніх учителів

початкової школи. Результатом формування стратегічної компетентності майбутніх учителів має стати особистісно-професійний розвиток, готовність студентів до постійної рефлексивної діяльності, аналізу, інтерпретації власних досягнень, що протягом життя сприятиме формуванню власних рефлексивних стратегій і слугуватиме основою постійного професійного зростання та самовдосконалення. Перспективами подальших наукових досліджень має стати використання рефлексійного підходу до формування стратегічної компетентності в освітньому процесі для побудови моделі відповідного навчання.

Ключові слова: рефлексивний підхід, стратегічна компетентність, учитель початкової школи, іноземна мова, розвиток стратегічної компетентності, бакалавр.

Introduction. One of the important tasks of modern institutions of higher education in Ukraine is the training of competent specialists in accordance with the levels of world standards, socially and professionally mobile, competitive on Ukrainian, European and global labor markets, oriented towards lifelong education. In the conditions of Ukraine's integration into the international scientific and educational space, studying and teaching of foreign languages, and especially English, the language of international communication, is becoming one of the key factors for increasing the competitiveness of graduates on Ukrainian, European and global labor markets. In today's requirements for the foreign language training of students the role of the ability to obtain information from different sources, to absorb, supplement and evaluate it, to apply different ways of cognitive and creative activity is increasing. CEFR (2018) identifies strategic competence as a key element to form communicative competence. In our opinion, the use of strategic competence as a basis for the formation of foreign language communicative competence of future primary school teachers in the educational process opens up great opportunities and the usage of reflexive approach is of great importance.

The purpose of the article. The purpose of the article is to highlight the reflexive approach as a basis for the formation of strategic competence of future primary school teachers

Materials and research methods. The methodological basis of the article is psychological, pedagogical and methodical theories and provisions that reveal conceptual approaches to the researched issues.

Results. For psychology, 4 approaches (aspects) to the studying of reflection are traditionally distinguished: 1. communicative (social-psychological) (G.M. Andreeva, A.A. Bodalov, etc.). Reflection is considered as an essential component of developed communication and interpersonal perception, as a specific quality of knowing a person by a person, there is a place of «thinking for another person», the ability to understand what other people are thinking about and a person's understanding of how he is perceived by a communication partner; 2. cooperative (H.P. Shchedrovitskyi, P.G. Shchedrovitskyi, etc.). It is considered in the analysis of subject-subject types of activities, as well as in the design of collective activities, taking into account the need for coordination of professional positions and group roles of subjects, as well as cooperation in their joint actions; reflection is considered as the release of the subject from the process of activity, as his exit to an external position in relation to it; 3. personal (general psychological) (V.M. Allahverdov, F.E. Vasylyuk, N.I. Gutkina, V.V. Znakiv, D.A. Leontiev, V.F. Petrenko, V.A. Petrovsky, I.N. Semenov, S.Yu. Stepanov, A.S. Sharov, etc.). Building new images of oneself, one's «self», as a result of communication with other people and active activities, as well as developing new knowledge about the world; reflection is not only the principle of differentiation in each developed and human self of its various substructures, but also the integration of the self into a unique integrity that cannot be reduced to any single component; 4. intellectual or cognitive (A.V. Brushlinsky, T.V. Kornilova, Yu.M. Kulyutkin, A.M. Matyushkin etc.). Understanding reflection, as the subject's ability to identify, analyze and correlate his own actions with the objective situation, as well as consideration of reflection in connection with the study of thinking mechanisms, primarily theoretical (Karpov, 2004:31; Rossokhin, 2010:21-22).

A.V. Alenchenkova believes that reflection is a psychological component of human activity that ensures the effectiveness of pedagogical thinking, which is based on the following methods of cognition: deduction, induction, analysis, synthesis, and other formal methods of operations with concepts (Alenchenkova, 2016:12).

V.O. Metayeva claims that reflection can be defined as a complex theoretical and methodological phenomenon that cannot be reduced to any single interpretation, but includes three aspects: "contexts of reflection that differ in different situations and for different tasks, a scheme of reflection that includes the idea of reflecting activity in its various variants, the structure of reflective activity, which can also vary greatly (Metayeva, 2006:18). M.G. Alekseev believes that reflection can be implemented as: 1. reflexive acts carried out in relation to activity; 2. reflexes that take the form of control over the processes of the formation of activity; 3. reflexes that acquire a productive function, which is related to the prediction and creation of conditions for the deployment of certain reflexive strategies (Alekseev, 1987:117). A.A. Bizyaeva notes that in its theoretical, conceptual plan, reflection acts as a form of active rethinking by a person of one or another content of individual consciousness, activity, communication. In a broad practical sense, reflection is considered as a person's ability to self-analyze, understand and rethink his subject-social relations with the surrounding world and is a necessary component of developed intelligence (Bizyaeva, 2004:18). T.V. Yurova understands reflection as a thought process that is addressed to oneself as a method of cognition that does not distract from the inner world of a person, his existential meanings as his own educational method of processing perception and what is perceived (Yurova, 2008:25)

The formation of strategic competence is closely related to reflection, since the latter contributes to the formation of the ability to «learn». In order to understand the essence of the process of reflection and its place in the teaching of foreign language, it is necessary to turn to the analysis of the educational action. The classic scheme of educational action is the scheme that was developed by P.Ya. Halperin. According to the scheme of the structure

of educational activity P.Ya. Halperin, as noted by I.V. Bezhenar, the purpose of the action is determined in advance, and the leading role in orienting students, transferring the stages of mental action from an external detailed plan of their implementation to an internal one and in implementation is given to the teacher. Reflection in this chain is carried out at the level of the last component (Bezhenard, 2012:20).

Given the place of reflection in the educational process, the scheme of the structure of the educational activity proposed by P.Ya. Halperin, was specified by M.G. Alekseev According to M.G. Alekseev, the sequence of actions during the reflection process is as follows: 1. arbitrary (arbitrary) stopping of action; 2. fixation of the analyzed action in essential nodes; 3. processing of the fixations made, which provide the opportunity to use conclusions in a new situation (Alekseev, 2002).

O.M. Solovova singles out the following stages of the reflective act: 1. abstraction from actions (analysis of the goal, connection with the planned result); 2. fixing the sequence of actions (application of communication skills during the description); 3. selection of cause and effect nodes of action (application of analytical skills); 4. comparison of real actions with possible benchmarks or alternative actions (search for missing knowledge, other options); 5. constructive planning of a new model of actions (Solovova, 2004:106-107).

M.A. Lopareva defines the following stages of formation of reflective skills: 1. creation of a motivational basis for action; 2. creation of a cognitive and operational basis for the formation of reflective skills; 3. development and improvement of the operational basis of reflective skills, which implies the inclusion of students in specially organized activities; 4. application and improvement of reflective skills in various activities (play, study, work, communication) (Lopareva, 2009:16).

T.F. Usheva singles out the following reflective skills: to analyze and adequately perceive oneself, to determine and analyze the reasons for one's behavior, as well as its effective parameters and mistakes made, to understand one's qualities in the present in comparison with the past and predict prospects for development, to understand the reasons for the actions of another subject in the process of interaction, analyze lived situations and take into account the actions of others in their behavioral strategies, determine the grounds for activity, evaluate one's own position, predict the next course of action, think back to the past and evaluate the correctness of the chosen plan, self-determine in the work situation, maintain a collective task, accept responsibility for the case, carry out a step-by-step organization of activities and compare results with the purpose of activities (Usheva, 2010).

L.A. Artyushina considers reflective skills as ways of performing reflective activities, and the structure of these skills includes actions that constitute reflection: 1. stopping cognitive action in conditions of unsuccessful movement to achieve the goal; 2. awareness of the means of one's own thinking (and the solution found in itself does not mean development); 3. recording of committed actions; 4. fixation of knowledge about ignorance; 5. development of an updated view of the problem from a different semantic position; 6. analysis of the reasons for one's own actions (Artyushina, 2008).

The specificity of reflexive skills is manifested in their functions: integrative – reflective skills are the result of activity, they are the basis of the formation of the subject's position and a tool that ensures the subject's realization of the personality; transforming function, since reflective skills provide not only an understanding of what a person knows or does not know, but also an understanding of how it can be learned, that is, they contribute to the improvement and success of any activity (Lopareva, 2009:12). Summing up, we highlight the most important reflective skills for future primary school teachers: to realize, argue, prove, and regulate one's educational and cognitive activities. Among the most significant characteristics of reflection: awareness of actions, self-control, self-regulation, desire for self-education and self-improvement, independence, the manifestation of which indicates the presence of the learner's ability to reflect.

T.F. Usheva singled out the main and necessary requirements for the formation of reflective skills in future teachers: 1. reflection is individual, therefore an individual approach to each is necessary. 2. reflection is dialogic in nature, so dialogue in interaction is necessary. 3. reflection is multi-scale, therefore a change of positions and a different view of one's activity is necessary. 4. reflection is activity-based in essence, therefore it implies subjectivity (Usheva, 2010).

M.A. Lopareva formulated the principles of forming the student's reflective skills: integrity (presupposes the construction of the process of forming reflective skills as a system of interconnected structural components united by a single goal); continuity (presupposes organic unity, interconnection and interdependence of the constituent elements and states of the process of formation of reflective skills; the formation process occurs continuously through communicative and cognitive activity that accompanies the student in the educational process); active inclusion in communicative and cognitive activity, which becomes more difficult (the nature of the activity changes from reproductive to creative); reflexive subjectivity (subjectivity is a person's ability to set and adjust goals, to be aware of motives, to independently construct actions and evaluate their compliance with the plan, to construct plans) (Lopareva, 2009:14).

L.V. Yakovleva, researching the phenomenon of reflection, notes that the learning process in a pedagogical higher education institution should be aimed at forming students' readiness for the manifestation of pedagogical reflection. The researcher characterizes this readiness as a systemic, socio-psychological quality of the personality of the future teacher, which involves understanding the process and results of pedagogical activity, acquiring the ability to analyze and eliminate shortcomings in order to ensure the improvement of the effectiveness of solving creative pedagogical tasks, singling out such components of reflection as self-assessment, self-education, self-education (Yakovleva, 1991).

A.A. Bizyaeva summarized different approaches to the definition of pedagogical reflection, by pedagogical reflection she understands a complex psychological phenomenon, the process of mental (preliminary or retrospective) analysis of any professional problem, which results in a personally colored understanding of the essence of the problem and new perspectives for its solution (Bizyaeva, 2004:62-63). Thus, a reflective teacher is a thinking person who analyzes and examines his professional experience, which is manifested in the teacher's ability to take an analytical position in relation to his activities.

N.V. Kuzmina distinguishes between professional reflection and pedagogical professional reflection. Professional reflection is a correlation of oneself, the possibilities of one's "I" with what the chosen profession requires, including existing ideas about it. Pedagogical professional reflection is understood as professional reflection, but in the content related to the peculiarities of pedagogical work and one's own pedagogical experience (Kuzmina, 1990:53).

A.A. Bizyaeva identified the following signs of pedagogical reflection: depth, problematic and critical thinking; openness and readiness for dialogue, tolerance, sensitivity to others; flexibility in finding alternative approaches to solving problems; variability and plasticity in communicative strategies; inclusion in activities; taking responsibility for choosing a decision (Bizyaeva, 2004).

A.A. Bizyaeva classifies pedagogical reflection according to various criteria: depending on the functional position of the teacher in the initial process: 1. «expert in presenting information» (constructive reflection); 2. «communication expert» (interactive reflection); 3. «researcher-analyst» (overview reflection) (Bizyaeva, 2004:99); depending on when the reflective analysis takes place: 1. before the implementation of the activity (prognostic); 2. simultaneously (synchronous); 3. after completion (retrospective) (Bizyaeva, 2004:101).

A.A. Bizyaeva describes a two-level conceptual model of pedagogical reflection, which has two levels: operational (constructive-executive, motivational, prognostic aspects reflected in the reflection of consciousness); personal (professional-personal subject orientation of the teacher in his activity and personal involvement in the reflective situation) (Bizyaeva, 2004:102) and offers a level concept of pedagogical reflection: 1. practical level (manifested in targeting the effective application of the knowledge gained during training knowledge to achieve the goal of activity); 2. casual (understanding the reasons behind one's actions and their consequences); 3. critical (introduction of moral and ethical criteria, reflection on the problem of goals, forms and methods and content of education) (Bizyaeva, 2004:118).

It is important in the process of reflection to cultivate the reflective culture of the future primary school teacher. Reflective culture is an integrative quality of personality, which includes self-analysis, self-evaluation, self-projection, self-realization, self-control, self-development of listeners with the aim of revealing their personal and pedagogical potential (Alenchenkova, 2016:8).

Reflective culture includes: 1. knowledge about all components of the reflective component of professional activity (reflection of the goals of educational activity; reflection of the tasks of educational activity; reflection of the content of educational activity; reflection of the conditions of implementation of educational activity; reflection of the intellectual state of the subjects of the educational process; reflection of the emotional state subjects of the educational process, etc.); 2. reflective skills (the ability to analyze theoretical and practical aspects of one's own pedagogical activity from different angles and give them an objective assessment from the standpoint of existing pedagogical conditions; the ability to analyze and identify priorities among a wide range of tasks and find the most effective ways to solve them taking into account one's own potential and the potential of the educational environment; the ability to determine an individual educational trajectory taking into account one's own individual characteristics and opportunities for further professional growth in the short and long term in the chosen professional field, etc.); 3. experience of carrying out professional activities in the chosen professional field based on the solution of typical quasi-professional situations; 4. creativity as the transformation and transfer of experience gained from quasi-professional situations into real situations of pedagogical activity in the chosen professional field; 5. value-meaningful attitude to professional activity (change in the value-meaning attitude towards it) (Alenchenkova, 2016:8-9).

The core component of the structure of the professional reflective culture of the individual is the reflective position of the individual, which is based on the formed value orientations, the readiness of the subject to understand the surrounding reality and himself, as well as the readiness to further improve his educational practice (Alenchenkova, 2016:13).

M.M. Averina emphasizes that reflection cannot be received or transmitted as information, it can be stimulated and developed (Averina, 2010:177). O.M. Solovova notes that in the educational process it is necessary to allocate a special time and place for the formation of a culture of reflective thinking, since even elementary skills of reflection are not born by themselves (Solovova, 2004:116). It is indisputable that at the initial stage of education, reflection should be the goal of education and involve teaching students to analyze, discuss, control and form their own actions regarding learning. At an advanced level, it is already appropriate to teach reflection as a means of learning.

In pedagogical psychology, several educational strategies for the development of reflection are distinguished. One of the approaches is based on the synthesis of many already tested methods (fixed observation, keeping a professional diary, self-report, analysis of problem situations, performing special questioning exercises that stimulate reflection, etc.) (Bizyaeva, 2004:191). Another approach in the development of reflective abilities of future teachers can be implemented in the context of special training, which implements two plans - personal and operational (Bizyaeva, 2004:194).

Problematic tasks are important for the formation and development of reflection mechanisms. In a problematic situation, the usual methods of action do not allow solving the problem, as a result, the need for reflection and understanding of failures is realized. Reflection is aimed at finding the cause of failures and difficulties, during which it is admitted that the means used do not correspond to the task, a critical attitude to one's own means is formed, then a wider range of means is applied to the conditions of the task, assumptions, hypotheses are put forward, and an intuitive decision is made (at an unconscious level) of this problem (that is, there is a solution in principle), and then the logical justification and implementation of the solution already take place. O.M. Solovova claims that problem situations are extremely important to involve the formation and development of reflection mechanisms: any actions in the process of solving a problem situation require, first of all, an analysis of the situation, which is the starting point for reflection; secondly, the process of reflection is inextricably linked with the search for specific alternative actions, the justification of their choice depending on the specifics of the situation, the goals and tasks of the participants in the situation. Reflection, which occurs after the end of a problem situation, logically becomes a source of addition to the knowledge already acquired by students, an expansion of their worldview regarding those issues that are considered in problem situations, that is, a real source of new knowledge and mechanisms of their acquisition; thirdly, in educational conditions, a problem situation is the optimal means for the development of design skills and reflection skills, which contribute to the natural combination of the need to obtain new knowledge, their actualization and activation, as well as the correlation of knowledge with ways of using it within various situations (Solovova, 2004:113-114).

The task of cultural reflection is also important within our research. P.V. Sysoev notes that tasks for cultural reflection are based on the psychological process of reflection, which consists in self-knowledge, an individual's understanding of himself, his relationship to the reality being discussed, and his own position in life (Sysoev, 2004:282).

Conclusions. The result of the formation of future teachers' strategic competence should be personal and professional development, students' readiness for constant reflective activity, analysis, interpretation of their own achievements, which throughout life will contribute to the formation of their own reflective strategies and serve as a basis for constant professional growth and self-improvement. Thus, the formation of strategic competence is of great importance for students. The prospects for further scientific research should be the use of the reflection approach to forming of strategic competence as the basis for the formation of future primary school teachers' strategic competence in the educational process to build a model of appropriate learning.

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