

CRITERIA OF REFLEXIVE COMPETENCE OF THE FUTURE TEACHER OF FOREIGN LANGUAGE IN PROFESSIONAL ACTIVITY

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Abstract: The relevance of the study is due to the problem of forming a reflective competence of the future teacher of a foreign language and determining their criteria has not received the proper scientific justification and practical implementation and the purpose of this article is to establish and justify these criteria. The author considers the essence of the concept of reflexive competence, determines its main characteristics and justifies the necessity of forming a reflective competence of the future teacher of a foreign language in the process of professional training. The paper presents, substantiates and describes the main criteria, indicators and levels of the formation of the reflective competence of the future teacher of a foreign language. As a result of the generalization, three groups of criteria are distinguished: cognitive, activity, motivational - value. In addition, groups of indicators and levels of reflexive competence of the future foreign language teacher, such as high, medium and low, are defined.

Key words: professional activity, reflexive competence, criteria of reflexive competence, self-control, self-esteem, component.

Introduction

By the President's message predetermined an integrated approach to modernizing education in the Republic of Kazakhstan, taking into account modern realities and the requirements for ensuring the system-target coherence and integrativity of all components of the triad "science-education-production" with fundamentally

new, professionally applied assessments and effective indicators of measuring the quality of education. According to the main objectives of implementing the Concept of Innovative Development of "vocational education" is radically changed and complicated.

In this direction, Kunanbaeva S.S. stresses that the essence of the social order of a modern higher school is determined by the formation of an enterprising, independent personality, possessing professional competence, responsible for universally valid values, open to constant self-education, ready for innovation and change, able to freely determine itself in the cultural space of values. Proceeding from the social order, the search for new forms of organization of scientific knowledge, creating new concepts of education and programs for their practical implementation [1,17].

The reform of the vocational education system in Kazakhstan is associated with the presentation of high requirements for the quality of the preparation of future teachers of a foreign language. The success of professional development, personal growth of the future teacher of a foreign language is determined by the depth of self-knowledge, self-determination, self-organization, self-regulation, self-realization.

This work focuses on the preparation of a socially responsible person who is able to develop cognitive activity, independence, initiative, creativity, form a civic position,

Kazakhstan until 2020, the State Program for the Development of Education of the Republic of Kazakhstan to 2020 the essence and content of the concept

ability and need for work in the modern world. In this connection, the importance of reflective competence as a content component of the education increases in the works of Asmolov A.G. [2], S.Kh. Assadulina [3], A.A.

Bodalev [4], P.P. Kozlov [5], A.B. Orlov [6], etc., who act as integrative skills of the individual, which are the driving force for the meaningful and effective development of other professionally significant specialist skills.

The problems of reflexion and their formation are devoted to the works of A.A. Biziaeva [7], B.Z. Vulfov [8], V.N. Kharkin [9], I.N. Semenov [10], S.Yu. Stepanov [11], G.P. Shchedrovitsky [12] and others.

Criteria for reflective competence in students considered in the works of T.P. Aisuvakova [13], M.A. Lopareva [14], T.A. Gukova [15], S.I. Vostroknutov [16], O.S. Sazonov [17]; analyzed and determined the pedagogical conditions for the simply to reproduce previously mastered samples and methods of functioning, but to develop new, creative approaches, as well as constant self-development, both professionally and personally.

The Concept of Development of Foreign Language Education in the Republic of Kazakhstan noted that one of the leading principles of the national education system is the principle of reflexive self-regulation, which is interpreted as the ability to understand (self-esteem) themselves and the environment. The new experience acquired by trainees is organically included in the learning process and monitored, conscious reflection and self-reflection is realized not

emergence of reflexive competence of future teachers M.A. Vikulina [18], M.N. Prozorov [19], T.F. Ushev [21] and others.

At the same time, in today's pedagogy, the problem of forming a reflective competence of the future teacher of a foreign language and determining their criteria has not received proper scientific justification and practical implementation, and the purpose of this article is to establish and justify these criteria.

METHODS OF RESEARCH

The requirements for the level of training of teaching staff are increasing every year. Today, the teacher's professionalism is expressed in their competence, which allows them effectively carry out their own individual activities. It is no longer necessary only by the teacher, but also by the student himself [21].

Reflexive competence is a necessary condition for increasing professionalism, pedagogical skills of teaching staff. This is a relatively new concept within the framework of reflection, which is a complex formation, since a subject can reflect on different grounds corresponding to the above types of reflection.

Reflexive competence, by the definition of S.Yu. Stepanova is a professional personality that allows the most effective and adequate implementation of reflexive processes, the realization of reflective ability, which ensures development and self-development, promotes creative approach to professional activity,

achieving its maximum efficiency and effectiveness. The formation of reflexive competence is the problem of forming the personality of the student as a

subject of professional and personal development [11].

The need for the formation of reflection mechanisms in students is due to the fact that reflexive competence is one of the key professional competencies and moreover, according to a number of researchers, it acts as a system-forming competence (O.V. Guleeva, B.P. Yakovlev, Yu.O. Kravchenko) or metacompetence (VA Metaeva, SV Sidorov, AG Gavrilov). The successful professional development of the individual depends on ability to adequately assess herself and her professional activity, that is, to what extent the specialist is capable of reflecting all the significant aspects of her professionalism. In the research of Kunanbayeva S.S. calls the formation of reflection (the subject's comprehension of the results and progress of teaching) one of the most important tasks of interactive instruction in foreign-language communication [1, 215] and singles out the cognitive-developing-reflexive principle as a methodological principle of foreign-language education [1, 138].

Another researcher A.T. Chaklikova emphasizes that "reflection, in fact, is the psychological mechanism forming the goal-setting, self-governing, self-regulating, self-evaluating, cognitive-creative and communicative activity of the individual and ensuring the achievement of the ultimate goal- the formation of the" subject of intercultural communication "[22].

According to the research of Kunanbaeva S.S. reflection contributes to self-development, self-improvement, self-organization of the individual in consciousness, determines the internal activity of the students.

The purpose of this study was to study the criteria for the reflexive competence of the future teacher of a foreign language in professional activities. Scientists put forward different definitions as criteria for reflection and differ significantly in their judgments on this score.

For example, M.T. Gromkov is distinguished the criteria of reflection by naturalness, integrity, manufacturability [23]; adequacy of reflexive knowledge, teacher's attitude to pedagogical reflection and activity analysis (G.G. Ermakova); vocational and pedagogical orientation; ability to self-actualization; reflexive and evaluative potential.

Among the criteria of reflexive skills Smirnova E.E., Sopikov A.P. consider the depth of reflection, complexity, truth [24]; value-cognitive and operational-activity (S.A. Sinelnikov); activity and subject (G.I. Mikhalevskaya, O.I. Rubanova); awareness, rationality, consistency and completeness of the actions (Z.M. Khutyzy), etc.

An approach of justifying the criteria for the development of pedagogical reflection by Ermakova G.G. is interesting. The first criterion for the development of pedagogical reflection, in the author's opinion, is the

sufficiency of reflexive knowledge, the indicators of which are problematic. This criterion is represented by high, medium and low levels, each of which considers such features as depth, differentiation, complexity.

The second criterion for the development of pedagogical reflection is the criterion of the teacher's attitude to pedagogical reflection, reflexive activity, the indicators of which are value and transformability. Characterizing this criterion, the author distinguishes the same levels: high, medium and low. Signs at each level are: the effectiveness of the attitude to one's own pedagogical reflection and reflexive activity [25].

Based on the theoretical analysis of psychological and pedagogical studies, we attempted to comprehend and specify the essence, criteria and levels of development of the motivational-value, cognitive and activity components in the structure of the reflexive competence of future teachers of a foreign language.

The motivation-value component, in our opinion, is characterized by the following indicators:

- the level of the individual's need for reflection;
- the level of professional self-esteem;
- interest in the profession of a teacher;
- the level of the need to find solutions analytical-reflexive, constructive-prognostic, organizational-activity and corrective-

regulatory tasks to manage their own professionally-oriented pedagogical activity;

-personal professional qualities: sociability, empathy, positive attitude towards students, pedagogical tact.

Cognitive component:

- The level of awareness of the future teacher about their individual, personal and professional characteristics;

- Level of awareness of the methods of action in the context of educational, professionally-oriented activities;

- complete and solid psychological and pedagogical knowledge;

reflexive knowledge;

- foreign language

potential. Activity

Component:

- the level of forming the ability to distinguish their professionally significant qualities, abilities, needs, conditions;

- the level of forming reflective skills;

- the level of forming communicative skills necessary for the implementation of pedagogical interaction;

- level of forming speech skills reflecting foreign language potential;

- the level of forming desire for perfectionism.

Based on the different level of formation and degree of expression of these criteria, it is possible to distinguish three conditional levels of developing motivational- value, cognitive, activity

component of the reflexive competence of future teachers of a foreign language.

For a high level of developing the motivation and value component, the future teacher of a foreign language has a self- formed, clearly recognized inner motive based on the personal significance of the task, a stable positive-constructive attitude to educational, professionally-oriented activity, which persists even in a situation of failure, This type of activity, which determines the presence of one's own, internal motivation.

The average level of developing motivational and value component of the reflexive competence of future teachers of a foreign language is characterized by an external motive that is realized and correlated with one's own needs, on the basis of which the need for professionally language is related to the forthcoming tasks of educational, professionally-oriented activity, he knows the methods of action and effectively applies them in practice, they can modify knowledge.

The average level of developing cognitive component of the reflexive competence of future teacher of a foreign language is characterized by the specificity of the degree of their capabilities, abilities and needs precisely in the context of the specific situation of activity, knows the general methods of action, and is able to partially apply them to carry out their own activities.

The low level of developing motivational and value component of the

oriented activity is formed, the student-future teacher shows a neutral and neutral-positive attitude to his own educational, oriented activity, he realizes its value.

The low level of developing motivational and value component of the reflexive competence of future teacher of a foreign language is characterized only externally motivated, the internal motivation is absent, the student-future teacher is neutral, or negatively relates to their own educational, professionally oriented activity, the student-future teacher does not realize the value of this type of activity as a future professional specialist.

For a high level of developing cognitive component, the personality abilities and needs of the student- future teacher of foreign reflexive competence of future teacher of a foreign language is characterized by the fact that the student-future teacher does not correlate his personal abilities, needs and opportunities with educational, professionally oriented activities, very limited knowledge of the methods of action for the implementation of educational, oriented activities.

For a high level of developing an activity component, the organization of an independent educational, professionally oriented activity is characterised. The student- future teacher manifests itself at a high level of the formation of its components, independently builds new ways of acting in solving new problems, understands the composition, the principles of

constructing new ways of solving problems and its connection with the conditions of the

problem, independently detects errors caused by the inconsistency of the acquired scheme and the conditions of the new tasks, introduces a correction in the scheme prior to the beginning of the decision, assesses its own capabilities in solving problems before starting its solution on the basis of awareness of the specifics of the learned methods of action, their variability and boundaries of application.

The average level of developing the activity component of the reflexive competence of future teachers of a foreign language is characterized by the fact that the student-future teacher applies the learned methods of actions, but does not modify to solve new tasks of professionally-oriented activity without the help of the instructor, in the process of performing the actions. It is oriented only to the learned scheme, independently corrects mistakes, controls the process of solving problems by others with the help of other participants in professionally-oriented activities, self-evaluate actions and other professionally-oriented activities, trying to assess the possibility of warriors prior to performing actions in dealing with new challenges.

The low level of developing the activity component of the reflexive competence of future teacher of a foreign language is characterized by the fact, future teacher manifests herself/himself in the organization of educational, professionally-oriented activity at a low level, individual operations

perform without their internal connection with each other, the content of actions is realized, but fulfills up to the end only under the guidance of the instructor, does not control the action and does not disclose the error: if he notices the error of the action, corrects uncertainly, not knows how to evaluate his actions, he needs an external evaluation, but he takes it uncritically.

Having examined these criteria and indicators, we can see that the criterion for the development of pedagogical reflection is the teacher's own reflexive behavior. Indicators of this criterion: personal orientation, professional adequacy. Technological and integrity are the signs of the levels of developing reflective behavior.

In pedagogy, the concept of "criterion" is regarded as a standard for the evaluation of an object or phenomenon; characteristic, indicator. The classification is carried out. The significance or insignificance of the object is determined (O. Garkusha, AV Galimov, AM Novikov). The criterion should show the dynamics of the measured quality in the space-time categories and be expressed in the exponent (S.V. Ivanova). By criterion in our study, we mean a base where it is possible to evaluate and compare the studied pedagogical phenomenon (reflexive skills) with the standard. At the same time, the degree of qualitative manifestation of the criterion is determined by specific indicators, which in turn have a number of significant features.

The definition of criteria for the reflective competence of the future teacher of a foreign language required the application of a set of methods of scientific and pedagogical research.

Proceeding from the fact that in order to determine the criteria for the reflective competence of the future teacher of a foreign language, we used the "criteria of difficulty", "criteria of improvement", "criteria of possibility", "criteria of probability". Self-monitoring and self-assessment methods were used. Each of the criteria contains a system of indicators based on cognitive evaluation, need-motivation and activity-creative characteristics (Table 1).

The cognitive-evaluative characteristics of the indicators presuppose the presence of certain knowledge of the future teacher of a foreign language in relation to their qualities and potential, understanding by the subject of their ability to perform a certain educational and professional task, using professional reflection, as well as the ability to assess pedagogical risks and psychological and pedagogical barriers in educational and professional activities .

The need-motivational characteristics of indicators indicate the need, aspiration and motivational readiness of the future teacher of a foreign language for the formation of professional reflection.

Table 1 Criteria base of reflexive competence of a future teacher of foreign language

Criteria	Indicators		
	Cognitive-evaluative characteristics	Need-motivational characteristics	Activity-creative features
criteria of improvement	Awareness of the mechanisms of professional growth	Need for self-improvement	Desire for creative self-development, self-education
criteria of difficulty	Ability to recognize psychological and pedagogical barriers	Willingness to overcome difficulties in professional activity	Ability to make constructive use of barriers in professional activities
criteria of possibility	Awareness of personal potential	Willingness to use personal resources in professional activities	Ability to activate and use personal opportunities in professional activity
criteria of probability	ability to predict and assess pedagogical risks	Readiness to develop alternative solutions in a risk situation	ability to make creative decisions in unusual situations

The activity-creative characteristic of indicators is manifested in the process of the activity of the future teacher of a foreign language in mastering the components of reflective competence. Based on these characteristics, the criterion of improvement in our study is presented by such indicators as awareness of the presence and level of developing professionally important personal qualities, readiness for self-analysis and self-assessment of the personal correspondence of the pedagogical profession, the ability to adjust the qualities of the individual in accordance with the requirements of the pedagogical profession.

As a justification for these indicators, we should note that the future teacher of a foreign language needs to feel and realize the personal correspondence to the norms, values

of the future pedagogical profession and to those qualities whose manifestation is related to the need to relate to the requirements of the pedagogical profession.

Self-control, self-esteem, reflection are the most important stages in the activity of future teachers of a foreign language. It is an action which allows them to plan independently, analyze, evaluate their own activities, make teachers of a foreign language. This task is solved spontaneously, rather than purposefully. In general, as the analysis of the research shows, the level of reflective competence in future teachers of a foreign language is at an insufficient level, which indicates that the future teachers of a foreign language are not sufficiently effective in vocational and pedagogical preparation. The effectiveness of forming reflexive competence in future teachers of a foreign language requires the development and implementation of a structural and dynamic model for the formation of reflective competence in future teachers of a foreign language, the realization of correctly identified pedagogical conditions.

RESULT OF THE RESEARCH

72 students of the specialty "Foreign language: two foreign languages" took part in the experiment, as well as teachers of

corrections, set new tasks and find ways to solve them. The systematic work on the formation of these actions ultimately leads to an increase in the level of possession of the teaching material, to a transition to a new stage of development.

Summarizing the obtained data, we came to the conclusion that the modern higher school realizes the necessity and importance of forming reflexive competence in future

pedagogy and teachers of the Department of Foreign Language and Translation. Future specialists were divided into experimental and control groups. In the program on the formation of reflective competence took part only future teachers of a foreign language who were included in the experimental groups. With the future teachers of a foreign language of control group, the traditional course of professional and pedagogical training was carried out.

To collect information on all indicators of the selected criteria. Self-monitoring and self-assessment methodology were used at the initial and final sections. The quantitative processing of data obtained as a result of the self-assessment of future teachers of a foreign language was carried out by us for each criterion at the initial and final stages of the experiment.

Table 2 - Levels of reflective competence of future teachers of a foreign language (by criteria) on the initial and final sections

	Initial test	Control test	Initial test	Control test	Initial test	Control test
Experimental group						
criteria of improvement	50%	20%	44%	58%	6%	22%
criteria of difficulty	53%	27%	42%	51%	7%	17%
criteria of possibility	42%	19%	50%	55%	8%	26%
criteria of probability	22%	18%	32%	37%	3%	23%
Control group						
criteria of improvement	53%	44%	41%	55%	8%	9%
criteria of difficulty	49%	42%	46%	49%	5%	9%
criteria of possibility	50%	44%	43%	48%	7%	8%
criteria of probability	47%	40%	49%	53%	4%	7%

An analysis of the dynamics of the compliance criterion in the experimental groups showed that in the course of the experiment, the number of future educators at a productive level by this criterion increased by 21%, by 18% at an acceptable level. The number of students with an insufficient level was reduced by 34% (Table 2). The greatest increments in the mean values are marked in the indicator readiness for introspection and personal correspondence of the pedagogical profession.

The growth of the need-motivational characteristics speaks about the central place in the technology of system work for awareness by learning themselves in the

future profession, comparing personal qualities with professional ones, realizing their capabilities and potential.

In the control groups, no significant increments were observed: only 3% increased the number of future educators who are at a productive level of professional reflection on this criterion, 14% at an acceptable level.

These pedagogical conditions make for the effective formation of the teacher's reflective competence:

1) Forming and developing the integrated knowledge of the reflexion's psychological determinants, methods of its actualization in practice;

2) Developing the need for introspection, self-knowledge, self-development, self-understanding and others;

3) Developing the training and methodic support of forming the reflective competence (modeling of pedagogical situations, designing reflexive cases, creation of innovative developments, the bank of typical and atypical problem situations, extra-curricular activities, a selection of articles on the current problem of psycho-pedagogical themes for reflective activities, development of special courses for the formation of reflective competence, etc.);

4) Creating the reflexive environment in the learning process (organization of educational and professional activity in positions of educational process's subjects cooperation which does not require professional knowledge of simple reproduction or copying formal professional activities. The learning process is initiated by a joint discussion of important for practice teaching problems and possible ways and means of its decision in the context of a specific pedagogical situation and the conditions in which it has been originated);

5) Developing the personal reflexive experience in professional activities;

6) Designing and implementation of individual education paths of teacher's professional development, consulting and tutorial support of this process;

7) Implementing pedagogical monitoring of the reflexive competence's development process.

The criteria and indicators allocated by

us allow to estimate reflexive competence of the future teacher of a foreign language. Theoretical analysis makes it possible to justify the prospects of purposeful, organized and controlled their formation. The results of the study describe the range of unsolved problems, first of all, it is necessary to create a structural and dynamic model of forming reflexive competence of the future teacher of a foreign language on the basis of reflexive - activity approach and detailed justification of the forms, means and content of the process. We associate the goals of our further work in this direction with the solution of these issues.

DISCUSSION AND CONCLUSION

Summarizing the obtained data, we came into conclusion that the modern higher school realizes the necessity and importance of the formation of professional reflection in the future teacher of foreign language. This

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task is solved spontaneously, rather than purposefully.

In general, as the analysis of the findings of the ascertaining experiment proves, the level of the formation of professional reflection in future teachers of a foreign language is at an insufficient level, which indicates the insufficiently effective professional and pedagogical preparation of future bachelors and teachers at the university. The effectiveness of forming professional reflection of the future teacher of a foreign language requires the development and implementation of a structural and dynamic model for the formation of a professional reflection of the future teacher of a foreign language, the realization of correctly identified pedagogical conditions.

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