

Basic Principles and Conditions of Training Reflective Teachers at University

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ABSTRACT

This article aims at revealing the basic principles and conditions for the preparation of a reflective teacher in classical university. On the basis of theoretical research, analysis of psychological and educational literature and great educational experience, the fundamental principles of preparation of students as future professional reflective teachers are revealed. The article deals with the theoretical and methodological basis of the current research, presents the main arguments for the training of a future reflective teacher in a classical university. The paper discusses the feasibility of conditions based on the integration of the principles presented in various forms of active learning (i.e. business games, design, problem solving, microcharacterization, workshops, discursive lectures, lectures-dialogues and practice throughout the learning process, etc.). Also forms of activity and simulation of various types of social interaction were studied. The ability to develop a criterial restructuring of activity is provided and the way to self-cognition and self-development is opened.

KEYWORDS

Pedagogical reflectivity; reflexive teacher;
reflexive learning, university; basic principles;
training conditions

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Introduction

Urgency of the problem

In a changing world modern education requires a learner-centered approach not only to a student, but, above all, to the personality of a teacher. Pedagogical education needs a teacher having his or her own style of activity, creativity, mobility and reflexivity and establishing an individual, unique and creative position.

Nowadays pedagogical culture places high demands on the qualities of a modern teacher who is capable of professional creativity; the main condition for

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the creativity development is reflection - a core characteristic of a teacher. Among its main features is ability of a teacher to choose the valuable bases of their own behavior, to look for the meaning of current developments, to analyze their activity, to come to non-standard solutions.

Theoretical and methodological basis

Today, the problem of training future teachers is a priority in the educational policy of Russia, Great Britain, the United States of America, Germany, Holland and other countries.

The methodological basis of our research is a personal activity approach and an axiological approach to education, as well as the dialectical method of obtaining knowledge and theories and concepts of personal development, which to a greater degree sum up nature and characteristics of reflective cognition of the world and a person in this world.

In terms of the personal activity approach, education is not seen as reproduction of a specific set of information on various subjects, but as a well-formed ability to learn, and perceive yourself and others. In accordance with the personal activity approach, the process of mastering the content of historical experience of people is carried out not by just giving this information to a person, but through his own reflective activity aimed at self-perception through the perception of objects and world phenomena - the outcomes of the human culture development. From this perspective, pedagogical reflection of a teacher can be seen as a concentrated self-expression, as well as a factor, a method, a mean of pedagogical activity, and a level of self-expression in that activity, it's result and evaluation criteria.

As an object of cognition the axiological approach provides elucidation of sense, inner spiritual value content of a particular existence in its entirety, where a person is both the source object and the subject, where human uniqueness, his ontologically autonomous personality, the problem of his self-existence and self-realization are important. This allows us to consider teacher's reflection as a system of regulative values of his educational activity.

A special methodological role in our research is presented by the dialectical method of cognition; on the basis of this method there was implemented a system analysis of the process of teacher's reflection in the context of its practice-oriented forms of expression, in particular analytical focus and reflective skills in key areas of teacher's activity.

This allows to define the research problem: what are the basic principles and conditions for the training future reflexive teachers in a classical university?

Purpose of research is to reveal basic principles and conditions for the training a reflective teacher at university.

Literature Review

Various aspects of training of reflective teachers were studied in the Russian and foreign psychological and educational literature. The researchers of the problem are: V. I. Andreev (2000), A. V. Bruschlinsky & V. A. Polikarpov (1988), L. S. Vygotsky (1982), Ju. N. Kulyutkin (1981), D. A. Leontiev (1996), A. K. Markova (1996), S. Y. Stepanov (2000), McLaughlin & H. Terence (1999), B. G. Richardson & M. J. Shupe (2006), D. Schon (1983, 1987), K. Zeichner & D. Liston (1987), V. A. Yadov (2009) and others.

The mechanism of reflection of a teacher as a special kind of activity is defined and developed in the framework of psychology and pedagogy. Previously reflection was considered in psychology to be only as an explanatory principle of mental evolution and was used as a category for the explanation of theoretical concepts of mental development in works of L. S. Vygotsky (1982), A. V. Korzhuev (2002), D. A. Leontiev (1996), S. L. Rubinstein (2007). But in researches of S. U. Stepanov & I. N. Semenov (1985), and others reflection is appeared as a subject of active experimental study.

A. K. Markova (1996), E. V. Bondarevskaya & S. V. Kulnevich (1999), G. F. Biktagirova, V. V. Utemov & V. V. Khitryuk (2016), G. F. Biktagirova & R. A. Valeeva (2013, 2014) studied teacher's reflection as a tool of educational activity.

However, different approaches to its analysis do not exhaust the problem of reflective teachers training as a pedagogical category. It should be noted that these approaches do not fully reveal its integrative character in a constructive activity of a future teacher in the conditions of ever-changing educational situations.

Methodological Framework

Educational and research activity of future teachers in the learning process is advisable to design and implement on the basis of the principles of systematic, problematicity, variability, complementarity. Integration of these principles ensure the development of features of reflexive activity (self-observation, self-awareness, self-analysis, self-correction, the ability to assign a specific meaning to different phenomena), reflective thinking activity (problem, consistency, intuitive understanding, empathy, additionality) and intellectual skills (ability to analyze, compare, make inductive and deductive inference, hypothesize, systematize, draw analogies, model, design their activities for the future, etc).

In accordance with the scientific principle, all educational information in its content and form of presentation must comply with the achievements of modern science, and the requirements of modernization and renovation of educational content.

As practice shows, production is effective while mastering knowledge of reflection based education, as it allows to extend a definition of some objects, concepts, phenomena to the other ones, which are similar by characteristic features.

According to the principle of the systemacity of teacher's reflection development, all educational information on a subject should be communicated to students and learnt by them in a specific, pedagogically valid system.

Meaningful systemacity, in other words the alignment of educational material in accordance with the systematically presented aim, is complemented in reflexive learning by systematically organized reflexive educational actions consistently revealing the mechanism of functioning of reflective personality growth.

Training is considered to be feasible for those who are trained in accordance with their professional level, experience and professional interests. In this regard, presented material should be variative in form, content and level of complexity and take into account the initial level of teacher's pedagogical reflection.

In close connection with the availability principle is the principle of consciousness, which is understood in didactics as reasonable and independent thinking of students. Taking this into consideration, the basis for motivating dynamic cognitive activity of students should lay in continuous development of the method of reflexive awareness of their needs in learning and future professional engagement. Of particular concern in this context is appealing to the leading form of cognitive activity - independent, active and meaningful study of educational material on the basis of self-reflection and the use of techniques and methods of self-management and self-control.

In reference to the educational goal, implementation of the principle of individual approach requires choosing an individual and at the same time criteria-based style of activity, but not developing an abstract system of knowledge and methods. The initial element of this training would be to analyze the specific difficulties in the implementation of reflection in teaching. Identifying these difficulties, the study of the nature and reasons for the selection of adequate enable each student's needs content and forms of training.

Results

Besides mentioned general pedagogical principles, logic of the process of teacher's pedagogical reflection development requires consideration of a number of private educational principles proposed by V.I. Andreev (2000), which best characterize the pedagogical reflection development. Among them, we highlight the following principles: a combination of activity and personal approaches; optimal combination of individual and collective forms of learning activities; self-organization and self-development.

The principle of the activity and personal approaches. The activity aspect of educational process begins to prevail over the informative. This implies that:

- training materials content is based on core activities;
- real practical situations are reflected in educational process;
- value of reflection is increasing over own experience and learning activity results;
- consideration of purposes, content, levels of problemacy, methods and forms of organization, and their relation to the level, type of personality and characteristics of teacher's pedagogical reflection.

The principle of optimal combination of individual and collective forms of learning activities. A mandatory element of reflective learning is direct communication between students themselves. Only "live" collective dialogue can provide development of creative, communicative abilities as the basis and conditions for the development of reflective skills and knowledge.

The principle of self-organization and self-development. The implementation of this principle allows each student to experience a real personal sense of perception and reflect his self-movement in a learning process. Critical methods, revealing mechanisms of any change and development, constitute a content of such training activities.

An important requirement for reflective teaching is communication as a process of identifying the student's position and situation with the position and situation of another person. Availability of communicative environment contributes to the activation of pedagogical reflection mechanism.

It is necessary to provide reflexive training process of future teachers on the basis of the principles mentioned earlier using various forms of active learning as well as using a productive subject-subject dialogue. As for the forms of active learning the following ones must be mentioned: professional simulation, instructional design, problem solving, microanalyses, workshops, lectures-discussions, lectures-dialogues and practice throughout the whole process of training, etc. Participation in such forms of activities that simulate different types of social group interaction provides the ability to develop criterion changes in students' behavior and activities and lead to self-knowledge and self-development.

It is important when students are motivated in studying and this process is of high value to them. Only in this case learning activity has emotional impact and stimulates students to self-directed learning and development of student-relevant and professional competences. Thus a future teacher acquires higher levels of reflexivity, graduating from spontaneous empirical to reproductive and then to system and activity and creative levels. The dynamics of level changes is provided with the intentional development of personal and professional, value-oriented strategies of self-development of future teachers.

The conditions that are also of great importance are the constant diagnostics and self-diagnosis state both the process of development and its results, the level of development of a pedagogical reflexivity of students and if necessary correction of reflective teaching process and problem-oriented type of training.

An important pedagogical condition for a reflexive teacher development lays in using interconnected and reflexively oriented stages of teaching: diagnostic, teaching, criteria and modeling, strategic. This process can be successfully implemented only on the assumption of deliberate systematic development and implementation of psycho-pedagogical and process-technological conditions, including reflective algorithmic procedures and various forms of future teachers training, methods of enhancing of teacher's reflection development during educational process.

Alignment of an educational process is carried out in various forms of activity (play activity, creative activity, research activity). This is achieved by students during lectures, seminars, while participating in business and role-playing games, exercising their behavior in educational micro studies, when studying existing self-reflexive experience and reflexive activity in the process of active learning and professional activity designing.

Discussions

Teaching science and innovative practices show that this process can be successful at a qualitatively different level of theoretical understanding and practical implementation of training of a reflective teacher, who, in this case, not only carries a function of teacher's personality, but presents a way of thinking activity and a specific form of personality oriented teaching practice.

The learning process should provide necessary and sufficient conditions for the staged development of the characteristics of reflective activity, mental activity, and intellectual skills.

Individual levels of mastery of pedagogical reflection by a teacher are: spontaneously empirical, reproductive, systematically active, creative. Dynamics of level movement is provided with intentional development of personal, professional, and value-oriented strategies for teacher's self-development.

Educational activity in the process of a reflective teacher training should be built basing on the principles integration and productive subject-subject dialogue.

Conclusion

The established principles and conditions for training future teachers that aimed at reflexive university education provide pedagogical formation of future professionals.

The conducted theoretical study provides a foundation for further searches, aimed at optimizing technological aspects of a reflective teacher training process, and modernization of means for development in the process of education.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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