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The didactic model of forming the reflexive position of a future foreign language teacher in the process of vocational training

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Abstract

The relevance of the article is due to the fact that the higher school has an urgent task – to prepare teachers with the high level of self-awareness and aware of the personal and social significance of their profession, able to be responsible for its results, which will allow them to be an active subject of professional and pedagogical activity. Reflexively oriented process of education is the solution of that task. Thus, the formed reflexive position is the best way to achieve the high level of self-awareness and aware of the personal and social significance of the profession. The presence of the model of forming the reflexive position of a future foreign language teacher in the process of vocational training will facilitate the process. The purpose of the article is to introduce the developed didactic model of forming the reflexive position of a future foreign language teacher in the process of vocational training and state its role in the process of training future teachers of foreign languages. The material of the study is the relevant issues devoted to the reflexion and reflexive position in training future foreign language teachers. In the article we rely on the method of scientific observation. The didactic model of forming the reflexive position of a future foreign language teacher with its components. We concluded that the model with precisely identified components will contribute to the effective forming of the reflexive position of a future foreign language teacher. Thus, our study proved effective.

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Keywords

Reflexion, the reflexive position, a model, a foreign language teacher, vocational training.

Introduction

The national doctrine of education of the Russian Federation, setting the priorities of education in public policy, setting the strategy and directions of its development, determines the decisive role of the teacher in achieving the goals of education and support for various forms of self-organization of students. The Concept of the Federal target programme for the development of education for 2018-2020 notes the importance of providing "conditions for the effective development of Russian education aimed at the forming of competitive human potential."

In the Federal state educational standard of higher education 44.03.05 "Pedagogical Education" (with two profiles) (bachelor level), the priority tasks are indicated for the forming of students ' being ready to realize the social significance of the chosen profession and the ability to self-organizing and independent vocational education; the development of a motivated attitude to pedagogical activity and planning of personal and professional development. In this context, the higher school has an urgent task – to prepare teachers with a high level of self-awareness and aware of the personal and social significance of their profession, able to be responsible for its results, which will allow him to be an active subject of professional and pedagogical activity. The indicated strategy of development of professional education reveals the need to prepare a bachelor of pedagogical education, capable of conscious and effective carry out professional activities. This situation requires the search for new approaches and the development of effective technologies for the training of future foreign language teachers.

We see the solution of such problems, first of all, through the acquisition of reflexive orientation of higher education. To be exact we believe that having a high level of reflexive position, a student (a future teacher of foreign languages) will be more aware of what he is, of what he does, of what he is supposed to be as a professional that makes him more effective, productive, successful.

Main part

The purpose of the article is to represent the didactic model of forming reflexive position of a future foreign language teacher in the process of professional training, give its detailed description and state the important role of it.

The theoretical foundation of the article is made up of the psychological and pedagogical studies by N.G. Alekseev, N.D. Galskova, V.S. Dikan, I.A. Zimnyaya, F. Korthagen, N.F. Koryakovtseva, I.G. Korshunova, O.S. Kazachkova, E.N. Solovova, etc.

The material of the study is pedagogical, psychological and methodological scientific studies.

In our article we rely on the method of scientific observation.

The attention of modern scientists is drawn to the problems of reflection and its essence in the theory and practice of training future teachers of a foreign language (N.G. Alekseev, I.A. Zimnyaya, F. Korthagen, E.N. Solovova, etc.), they made attempts to present reflexive techniques, including reflexive techniques into the process of learning a foreign language, and to identify reflexive activity as a condition for increasing the productivity of a particular lesson (N.D. Galskova, N.F. Koryakovtseva, I.G. Korshunova, O.S. Kazachkova et al.), which enriches the system of professional training, but the issues related to the peculiarities of the reflexive position of the future teacher of a

foreign language, haven't been completely covered. To be exact, there is no model of the process of forming the reflexive position of a future foreign language teacher, taking into consideration the specific features of the subject "Foreign language" in modern scientific studies.

This article presents a didactic model of the forming of the reflexive position of a future foreign language teacher in the process of professional training, on the basis of which the implementation of this process will be effectively done.

To develop a model for the forming the reflexive position of a future foreign language teacher, we used a systematic approach, the tool of which is a system analysis, which is a set of methodological tools that are used to study complex systems and introduce them in the form of models.

The system approach involves the design of any system in three stages.

At the first stage the system is analyzed. The study of the object of study, the result of which is a cognitive model of the process. The content of the activity of this stage – the separation of the system from the environment; formulation of aims and objectives that give a new vision of its functioning; presentation of the system in the form of a set of components, as well as a survey of each of the components and their relationships.

At the second stage, the synthesis (layout) of the model is implemented, the essence of which is to choose the methodological provisions, through which the design process of the model acquires unity and integrity, as well as to obtain models of individual components, formalize their connections and consistently move from the components to the integral model of the designed process. At the end of the stage, the process model is detected.

At the third stage, the adequacy of the model to the system is checked.

The procedure takes place at all stages of model construction. The purpose of the stage is to ensure the adequacy of the model and the system under study, which is necessary in order to achieve the accuracy of the description of the process in question under the given conditions of its effective functioning. In our study, at this stage, we experimentally tested the created model, implementing a set of pedagogical conditions.

The design of the model of formation of the reflexive position of the future teacher of a foreign language took place in accordance with the algorithm:

- the identification of the boundaries of the simulated system;
- the setting the design goal of the model, the relationship with the purpose and objectives of the designed process;
- the identification of the subjects of the process under consideration;
- the substantiation of the principles on the basis of which the process of forming a reflexive position of future teachers of a foreign language will be carried out;
- the determination of the content, methods, techniques and means of formation of the reflexive position of the future teacher of a foreign language; 6) planning the result, which is achieved in the implementation of this model, the justification of technology and tools for its diagnosis;
- the allocation of pedagogical conditions necessary and sufficient to achieve the goal of the designed model.

We consider the process of forming the reflexive position of a future foreign language teacher as a system that is included as an additional one, but at the same time an independent link in the educational system of higher professional school.

Designing the model of forming the reflexive position of a future foreign language teacher, we followed the principle of system analysis: the construction of any object begins with the identification

and formulation of the goal. Defining a purpose is an important point in the design because the purpose is the controlling authority over the rest of the components. The purpose also serves as the main factor in the content development of the system components. It dictates the relationship of development and generation, a clear understanding of the result to which we aspire.

To build a model of the forming the reflexive position of the future foreign language teacher in the process of training, we define and justify the purpose, the result, consider the means of achieving the result (content, methods, techniques, tools, organization of this process).

We distinguish the blocks of the model of forming the reflexive position of the future foreign language teacher in the process of professional training: target, theoretical and methodological, content-procedural and effective, each of which includes the components, the description and the purpose of which are introduced in this article.

The purpose of the model is to describe the structure of the studied process, and to form the reflexive position of a future foreign language teacher as effective as possible.

The structural content of the model and the relationship of its components are determined by the purpose – to form a reflexive position of the future teacher of a foreign language. Under the formation of a reflexive position, we understand the formation of all its components (motivational-value, cognitive and activity). Levels and criteria of formation of reflexive position of the future teacher we define in the productive block.

The methodological basis of the training process, on the basis of which the reflexive position is formed, is reflexive, systemic, axiological, personal-activity approaches.

The reflexive position is a system of personal relationships, based on personal experience and manifested in the activity, therefore, the process of training should be based on such a set of complementary methodological approaches, in which it would be considered as a system and which would contribute to the possibility of manifestation of the personal experience of the future foreign language teacher.

The use of reflexive, systemic, axiological, personal-activity approaches in the process of professional training of the future teacher of this profile is considered to be the most adequate, because the set of features of each of them works on the formation of the reflexive position of the future teacher.

In our study reflexive position is a complex system education, which includes motivational-value, cognitive and activity components. Each component includes a set of constituent elements.

We take reflexive position as a system of conscious relations of the individual to himself as a future teacher of a foreign language, to the profession "teacher", to the participants of pedagogical interaction and the subject "Foreign language" is a self-organizing, purposeful, self-developing system with its inherent stability and the need for development and self-development.

The mechanism of the process of formation of the reflexive position of the future teacher of a foreign language in the presented model is the training of the future teacher, organized on the basis of the use of reflexive technologies and methods – technologies of critical thinking, project technology (B.B. Aysmontas), technology of modular training programs for teachers, foreign language teachers on an integrative-reflexive basis (E.N. Solovova), methods of interactive learning. These methods and technologies correspond to the provisions of reflexive and personal-activity approaches, tested for use in professional training and allow purposefully organize various situations of activities that contribute to the awareness of future teachers of a foreign language of their personal abilities and needs, the trial and assimilation of different ways of activity, the expression of their own attitude to the possibility of their use in different situations, the exchange of subjective experience with other students in the situation of interpersonal communication in a joint activity, implementation of reflection on the

activity.

We believe that the use of these technologies and methods in the process of professional training of the future teacher of a foreign language will contribute to the successful formation of his reflexive position, which is the optimal hypothetical result of the implementation of the demonstrated model.

Forming the reflexive position of a future foreign language teacher is carried out in several stages. Each stage is described by the characteristics of the components of the reflexive position. The first stage of the work corresponds to the unformed level of reflexive position; the second stage is the achievement of the partially formed level; the third one – the formed level.

Defining the criteria for the levels of reflexive position of the future teacher, we rely on the fact that the reflexive position is a conscious attitude of the individual, manifested in the activity, and therefore, it is necessary to consider how formed a conscious attitude of the future teacher to himself as a future teacher of a foreign language, to the participants of pedagogical interaction, to the profession "teacher", to the subject "Foreign language"; how independent, internally motivated his educational and professional activities.

We also relied on the provisions on the motivational basis of O.S. Grebenyuk [Grebenyuk, 1995, 82], on the proposed by T.V. Masharova levels of organization and implementation of educational activities [Masharova, 1999]. And also we agree with the statements of M.T. Gromkova [Gronkova, 2003, 87], which considers it possible to determine the nature of the activity by how conscious the components of the activity are (whether the needs have become the goal; whether the goal is correlated with the external conditions of a particular situation, i.e. whether self-determination has taken place); by having own awareness of the criteria of activity; by what objective rules and internal norms are used and how they correspond to the real situation; by how own abilities allow to choose methods of action; by how the real situation is taken into account in the ways of activity; and also by how common and integral the goals, content, methods in the project of activity and in its implementation.

Thus, we believe that the criterion for achieving a certain level of formation of the reflexive position of the future teacher of a foreign language will be the degree of awareness, evaluation and acceptance of their attitude to themselves as a future teacher of a foreign language; to the participants of pedagogical interaction (children, their parents, fellow students, teachers), to the profession "foreign language Teacher", to the subject "Foreign language".

We have identified the following criteria for the formation of the reflexive position of a future foreign language teacher: a conscious evaluation attitude to yourself as a future teacher of a foreign language; conscious evaluation attitude to the participants of pedagogical interaction (children, parents, classmates, teachers); conscious evaluation attitude to profession "Teacher" conscious evaluation attitude to subject "Foreign language".

The analysis of subjective factors on the basis of the selected criteria using survey methods (questioning, conversation, interview) and observations revealed the levels of formation of the reflexive position of the future teacher of a foreign language: unformed, partially formed and formed.

The unformed level of the reflexive position of the future teacher of a foreign language is characterized by the fact that the future teacher of a foreign language is inadequate, more disrespectful than respectful, treats himself as a person of the future professional (teacher of foreign languages). It takes a more negative, weak both in personality and as a student of the faculty of foreign languages, in the future professional (teacher of foreign languages). Inclined to excessive self-criticism, self-abasement; has an idea of the fact of "negative" and "positive" in the personality of the other, but does not seek to identify these categories in the other, to reflect in the direction of the causes of their attitude to the "positive" or "negative"; ignores the need (or does not accept) the category of tolerance for

students, teachers, future students, parents; accepts cooperation as a manifestation of weakness and passivity of the individual; realizes conflict as a manifestation of character and the only way to achieve high results in pedagogical interaction; realizes acceptance of external motives of professional activity, professional activity as the only significant; shows mediocre, weak interest in process, components, forms, methods, means of the organization, result of professional activity; subjectively estimates process of mastering knowledge (as a result – very limited knowledge) and abilities; process of application of this knowledge in practice, or ignores an assessment, carrying out only executive function. Seeks to conform to the stereotype of professional activity, acting on a template; shows a natural interest in a foreign language only as a means of communication, but does not think about the reasons for the interest in a foreign language; it has an idea of any specific subject "Foreign language" or, if he knows about it, does not consider it necessary to take into account somehow this fact in the construction of educational and professional activities. He enjoys a foreign language, but does not think at all about the reasons for interest, does not consider it necessary to compare it with other disciplines.

At the partially formed level of reflexive position, a future foreign language teacher perceives himself as a person and as a professional inadequately, unrealistically positively. He accepts only positive and strong features of character as a personality and as a future foreign language teacher, being not susceptible to criticism. He is not ready for the process of self-improvement. He is sure he is already perfect. He realizes negative and positive things in another person, but not always accepts negative ones in him or her. Besides he can't explain the reasons for his negative attitude to other people. He is rather tolerant to other students, their parents, future colleagues, but not in all situations. He accepts cooperation as a style equal to other styles of pedagogical interaction, without highlighting its special advantages. He understands conflict only as an extremely negative trait of the character of the individual; he realizes the need and effectiveness of external motives, correlated with their own needs of educational professional-oriented activities, professional activities; moderate interest in the process, components, forms, methods, means of organization, the result of professional activity; adequate assessment of the process of mastering knowledge (language, reflexive, professional-reflexive, methodical) and skills, as well as their application in practice. He is partially aware of the necessity to realize his professional potential, showing little desire for professional self-realization; he is interested in a foreign language as a means of communication, assignment of socio-historical and social experience, familiarizing with cultural values, the formation of intelligence, but he does not think about the reasons for his interest; he knows about the existence of the peculiarities of the subject, but takes into consideration positive things selectively while forming educational and professional activities; he enjoys a foreign language, but cannot clearly explain the reasons for it. He prefers the subject "Foreign language" to other subjects.

Having reached the formed level of reflexive position, a future teacher feels respect for himself as a teacher of foreign languages. He accepts both the negative and the positive, the strong and the weak in a personality; he is capable to perceive adequately constructive criticism from outside and is ready to be improved personally and professionally; he realizes and accepts the fact of the presence of "positive" and "negative" in other people, he is able to identify these categories in people and is able to be tactful to the "negative" and focuses more on the "positive". He realizes the need for a high degree of tolerance for the personality of classmates, teachers, future students, parents. He takes cooperation as the main adequate style of interaction with all participants of pedagogical interaction; he is aware of the conflict as a trait inherent in one degree or another, every person is aware of the need for regulation and strives for an adequate balance with other character traits; fully aware of the necessity and effectiveness of an adequate assessment of the motives of educational, professionally-directed

activities, professional activities; the presence of internal motives for study are professionally oriented, pedagogical, and professional activities; high interest in the process, components, forms, methods, means of organization, the result of professional activity; the need for a conscious, adequate assessment of the process of mastering knowledge (language, reflexive, professional-reflexive, methodical) and skills; their independent application in practice; aware of the need to realize their personal and professional abilities and talents (personal and professional potential) and actively strive for professional self-realization. Internally aware of the need to implement the individual plan of his life as a whole; not only shows, but also realizes the reasons of the high interest to foreign language as means of communication, assignment of social and historical and social experience, familiarization with cultural values, formation of intelligence, reflection, self-expression and self-regulation, satisfaction of communicative need of expression of thought, feeling, will. The future teacher is not only aware of the peculiarities of the subject, but also builds its educational and professional activities adequately taking into consideration the peculiarities of the subject "Foreign language". The future teacher enjoys the process of learning and teaching a foreign language and realizes the reasons for his interest, understands the equal position of subject «Foreign language" with other ones.

To achieve the goal of the designed model, we have identified the necessary and sufficient pedagogical conditions: actualization of the reflective life experience of the future teacher of a foreign language in the situation of pedagogical interaction through problem-variable construction of classes; involvement of the future teacher of a foreign language in professionally-oriented activities by solving reflexive professional tasks; the use of interactive forms of learning, contributing to the development of the algorithm of reflection as a means of entering into the reflexive position of the future teacher of a foreign language.

Conclusions

Judging by the received data we concluded that the model of forming the reflexive position of a future foreign language teacher makes a significant contribution to the process of professional training of future foreign language teachers at the University by allowing the students to get a higher level of the reflexive position.

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**Дидактическая модель формирования рефлексивной
позиции будущего учителя иностранного языка
в процессе профессиональной подготовки**

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Аннотация

Актуальность статьи обусловлена тем, что перед Высшей школой стоит актуальная задача – подготовить педагогов с высоким уровнем самосознания и осознания личностной и социальной значимости своей профессии, способных нести ответственность за ее результаты, что позволит им быть активным субъектом профессионально-педагогической деятельности. Рефлексивно ориентированный процесс обучения является решением этой задачи. Таким образом, сформированная рефлексивная позиция является наилучшим способом достижения высокого уровня самосознания и осознания личностной и социальной значимости профессии. Наличие модели формирования рефлексивной позиции будущего учителя иностранного языка в процессе профессиональной подготовки сделает этот процесс более эффективным. Цель статьи – представить разработанную дидактическую модель формирования рефлексивной позиции будущего учителя иностранного языка в процессе профессионального обучения, определить ее роль в процессе подготовки будущего учителя иностранного языка. Материал исследования – актуальные вопросы рефлексивной позиции в профессиональной подготовке будущих учителей иностранного языка. Использовался метод научно-фиксируемого наблюдения. Дидактическая модель формирования рефлексивной позиции будущего учителя иностранного языка в процессе профессиональной подготовки, включающая в себя целевой, теоретико-методологический, содержательно-процессуальный и результативный блоки, а также комплекс педагогических условий, при которых модель будет эффективно реализовываться. В результате проведенного теоретического исследования мы пришли к выводу о важной роли дидактической модели формирования рефлексивной позиции будущего учителя иностранного языка. Модель именно с такими ее составляющими будет способствовать эффективному формированию рефлексивной позиции будущего учителя иностранного языка.

Для цитирования в научных исследованиях

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Ключевые слова

Рефлексия, рефлексивная позиция, модель, преподаватель иностранного языка, профессиональная подготовка.

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