

ABSTRACTS

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REFLECTION FORMATION OF MASTER STUDENTS MAJORING IN PEDAGOGY OF HIGHER SCHOOL IN THE COURSE OF THEIR PROFESSIONAL TRAINING

The article reveals the essence of 'reflection' as a notion, describes researchers' viewpoint on the role of reflection in the activity of a pedagogue, as well as the ways of reflection formation. It is stressed that the formation of reflection of master students should be performed during lecturing, conducting seminars, in the course of differentiated individual work. The article contains the author's viewpoint on those techniques that guarantee the formation of reflection with the above mentioned specialists in the course of their professional training. Special attention is paid to different situations that imitate professional activities. The author considers the essence and stages of introduction of such a method as the reflexive polylogue and the methods used for creating reflexive environment: reflexive contrasts, conceptualization, reflexive cocktailing.

The article demonstrates that one of the ways that could be used to develop master students' reflection is their involvement in analysis-and-appraisal, search-and-practice activities. Such activities contribute to the formation of students' steady self-images and images of the people around them, enrich their professional experience. The following methods are considered as the main ones: solving psychological and pedagogical tasks; modeling ambiguous, problem situations, fixation of problem situations that aroused spontaneously in the group of master students; students' involvement into real life situations by changing the conditions of one and the same problem.

Particular emphasis is put on reflection-and-game methods of development, as well as on the modifications of social-and-psychological training.

Key words: reflection, reflection of master student majoring in pedagogy of higher school, methods of reflection formation.