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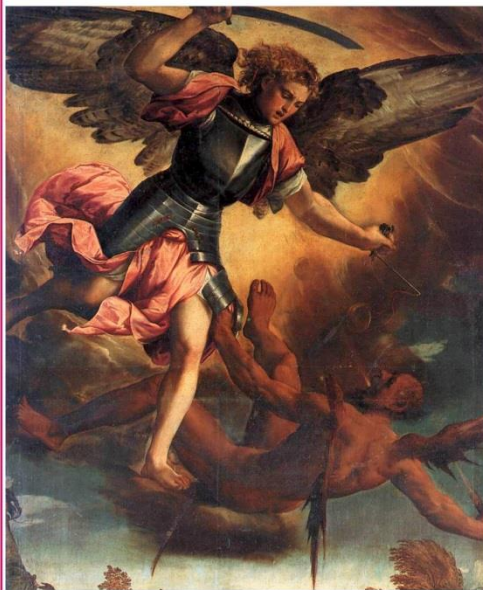
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Reflective Approach in Training Counselors at University

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Abstract

The aim of the study is to investigate the reflective approach in training counselors at university via the method of determining cooperative introspection. As a result, comparison of the level of formation of intellectual reflection in the experimental and control groups showed a positive dynamics towards the experimental group. In conclusion, learning through reflective approach involves the creation of certain pedagogical conditions in a university that contribute to student's awareness of being a free and responsible person seeking self-improvement and self-realization in order to implement the tasks of humanization of education.

Keywords: Individual, Educational, Program, Common, Training.

Enfoque Reflexivo Hacia Capacitación de Consejeros en Universidades

Resumen

El objetivo del estudio es investigar el enfoque reflexivo en la capacitación de asesores en la universidad a través del método para determinar la introspección cooperativa. Como resultado, la comparación del nivel de formación de la reflexión intelectual en los grupos experimental y de control mostró una dinámica positiva hacia el grupo experimental. En conclusión, el aprendizaje a través de un enfoque reflexivo implica la creación de ciertas condiciones pedagógicas en una universidad que contribuyen a la conciencia del estudiante de ser una persona libre y responsable que busca la superación personal y la realización personal para implementar las tareas de humanización de la educación.

Palabras clave: Individual, Educativo, Programa, Común, Capacitación.

1. INTRODUCTION

Reform of general education stimulated for a quick response and change in Russian higher education. Features of modern requirements for a teacher are reflected in the legal documents such as Strategy 2020, Federal Law No. 273-FZ of December 29, 2012 On education in the Russian Federation, Decree of the RF President of May 7, 2012, N 599 On measures for the Implementation of the state policy in the field of education and science, List of occupations and field of training of

higher education (Order of the Ministry of Education and Science of the Russian Federation No. 1061 of 12.09.13), FSES HE CGOS Education and Pedagogical Sciences, and Occupational Standards of a Teacher.

The aim of this bachelor course is to provide fundamental training in the field of psycho-pedagogical activities in accordance with the requirements of the FSES HE; developing personal traits and forming general cultural, general professional and professional competences in the field of psycho-pedagogical activities for solving professional tasks. Other aims are to carry out professional activities in accordance with normative and legal base, standards of professional practice and ethical standards of the professional community to implement the measures on social protection of orphaned students and children in difficult life situations with the participation of social institutions; organization of complex of measures on development and social protection of students in educational institutions and at place of residence.

The program is aimed at training the new staff that possesses a system of scientific knowledge on problems of the theory and practice of counseling activities and the capacity of the society. The new teacher knows how to correctly apply them in practice. He/she is able to develop new methods and techniques of organizing various forms of socio-pedagogical assistance to children, teenagers and adults and their families. The program Social pedagogy focuses on the preparation of qualified personnel that is able to professionally identify and analyze the problems of adaptation to the society, to carry out psychological

and pedagogical support of general education, vocational education and further education.

Teaching future counselors on the basis of a reflective approach allows preparing bachelors graduates as subjects of activity (Ozernikova and Butakova, 2015). Currently, level education allows expanding the freedom of educational choice: students have the right and the duty to build an educational route for educational activities and professional development differently. The curricula began to focus on the competence of students, and the social intent of education was the development of student's personal potential and his abilities: goal setting and reflection.

2. METHODOLOGY

The aim of the empirical stage of this work was the experimental verification of the proposed hypothesis and, particularly, its assumption that the success of the reflective development of future counselors is conditioned by the formation of reflexive skills. Their formation takes place under certain pedagogical conditions: the implementation of educational activities according to an individual educational program, the organization of educational dialog in the learning process, teaching the analysis of pedagogical activity from different positions (teacher, student, Metaposition), establishing a subject-subject relation in the learning interaction (Lebedintsev, 2013; Berinskaya et al., 2016; Lapina, 2016; Farokh & Vakili fard, 2017).

Methods of the processing of the research results: the processing of the obtained data with all techniques was carried out in two stages. Primary data cleaning of the answer sheets was performed manually. Then, the raw scores for each of the parameters were listed in tables, composed for the experimental and control groups of students-future teachers respectively 1 (two stages of diagnosis: confirming and first forming), years 2, 3, 4 and 5. The method of determining individual degree of expressiveness of the reflectivity was a questionnaire by Karpov & Skityaeva (2002) containing 27 statements. The testees had to answer to these statements, and to put a number of the appropriate answer in the answer sheet (Karpov and Skityaeva, 2002).

The formedness of abilities to understand themselves and others in the communication process was diagnosed using the technique Q-sorting, which is an adapted version proposed by (Batarshhev, 2006). When using this method, the testee is given a set of cards with statements or the names of the personal traits. The trainees have to group the cards out ranging from the most typical to the least typical traits. For this study it was very important that this technique makes the students show their personality, i.e. reveal a real understanding of their skills, not only matching or mismatching the statistical norms and results of other people. To determine the level of development of intellectual reflection, the authors modified the methodology for studying the elements of reflexive analysis of chess players. The methodology was developed by (Neverovich et al., 1996; (Geranyushkina and Malakhaeva, 2017; Vahdani, 2017).

Thus, the reflection is a mental activity consisting of the allocation of the bases of one's own mental activity. The ability to correctly assess one's position is one of the significant indicators. So in this case, this skill allows a teacher to have a quick response in the emerging pedagogical situation. To diagnose cooperative skills of reflection, a corresponding methodology was developed by (Fedosova et al., 2017; Fedosova et al., 2017). Integrated diagnostics was aimed at defining the level of reflective skills, which can be: personal; Communicative; intellectual; cooperative.

3. RESULTS

Experimental study of the formation of reflective skills of future counselors was carried out involving students of Irkutsk State University. For four years (2013-2017) the authors had been assessing the formedness level of different types of reflection among students in experimental and control groups. Fig. 1 shows the dynamics of the communicative reflection depending on the learning time and the effects of the experimental procedure simultaneously. Curves of the graph show whether this hypothesis on the interaction of development factors and the experimental impact affect the level of indicators of communicative reflection or not.

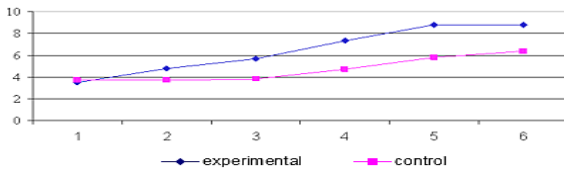


Fig. 1: Comparison of the variabilities of communicative reflection indicators

When analyzing the results of the fifth and sixth stages of studying the formedness of reflective communicative skills, it should be noted that the students of experimental groups have demonstrated sustainable results that they used in teaching activities being counselors. Diagnostic results revealed the differences in the formation of the personal reflection itself. Comparison between the frequency of occurrence in the two groups considering all diagnostic stages (i.e. the variability of the personal reflection depending on training time and the impact of the experimental procedure simultaneously) is presented graphically (Fig. 2, 3, 4). The graph shows the weighting coefficients on the ordinate axis; they reflect the proportion of the possible options. The weight of this indicator is relative to other indicators.

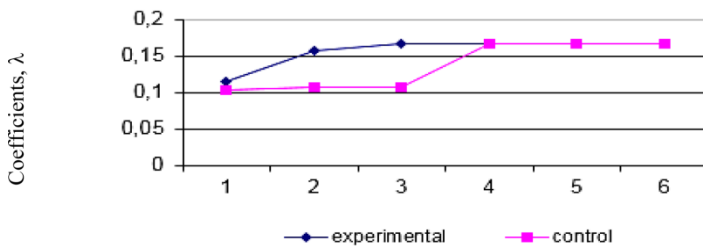


Fig. 2: Graph of variability of the weighting factors for situational reflection

According to the graph, the formation of the situational reflection in students of the experimental group occurred gradually over the first three years of studying, and the students in the control group – in the third year. Students of both groups are able to demonstrate the skills of situational reflection, both in educational activities and in practices of pedagogical and social activities during pedagogical practice. The comparison of the expression for each type of personal reflection criteria for both groups was carried out using the Kolmogorov-Smirnov criterion, which makes it possible to identify the differences, as well as critical sections, that have the greatest total effect. For situational reflection, this criterion is $\lambda = 1.169$, which is below the critical values ($\lambda = 1.36$ for $p < 0.05$ and $\lambda = 1.63$ for $p < 0.01$). However, up to the third year, a great gap is observed between the indicators of experimental and control groups.

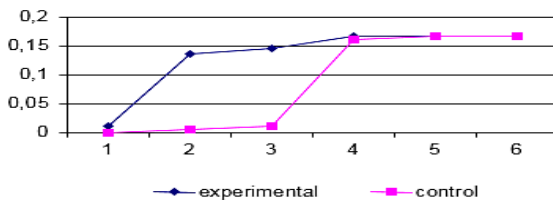


Fig. 3: Graph of variability of the weighting factors for situational reflection

This is due to the fact that the students in the experimental group starting from the first course analyzed their actions and skills during individual and group introspection. Following on from the analysis of the past, they planned their new learning activities (Yang et al., 2019; Soo et al., 2019). The formation of perspective reflection in students of

the control group occurred differently. The graph (Fig. 4) shows that the formation of the perspective reflection occurs only by the end of the second year of studying at the university.

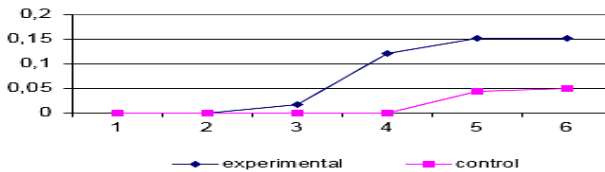


Fig. 4: Graph of variability of the weighting factors for situational reflection

The control group analyzed teacher’s personality, a way of organizing lessons, their groupmates’ actions, but avoided the introspection. During the second year in the university, the experimental group acquired and mastered the experience of organizing work in the combined and permanent groups, the experience in conducting the individual, group and team introspection. They began to analyze the reasons of their behavior. Taking external factors, into account, the students often found the reasons in themselves, in their actions and their abilities (Indriastuti, 2019).

Implementation of individual routes in the third year in the university enables students of the experimental group to master the material at their own pace and way. This affected the ability to isolate and analyze the errors and efficiency parameters. The control group did not show significant changes in the personal reflection of students. Comparison of the level of formation of intellectual reflection in the experimental and control groups showed a positive dynamics towards

the experimental group. Determination of the level of development cooperative reflection was conducted on the basis of the results of internal and external monitoring. Internal monitoring recorded the self-consciousness, and the external – active manifestation of skills.

4. DISCUSSION

The graduate enters the profession with the formed competencies: the ability to self-organization and self-management, the ability to reflect the ways and results of their actions, and the ability to organize a reflection of professional experience (their own and other professionals' one). Creating conditions is an essential characteristic of the educational process. Reflective learning in educational activities implements ideas that can act as pedagogical conditions. They are subjectivity in the educational process, individualization, dialogue, and meta-subjectivity (Bulpitt and Martin, 2005).

The introspection, analysis of the subjects of educational reality and analysis of the pedagogical situation as a whole by students are carried out and minimized in mind. The idea of individualization in a reflective approach presupposes that reflection is individual, therefore it requires an individual approach to each subject. Individualization considers personal needs and personal characteristics of students. Psychologically, the stage of individualization is a particularly significant stage in the spiritual life of a young person. It is connected

with understanding the role and finding one's place in society, developing one's own worldview, adopting certain restrictions and defining personal uniqueness and creative initiative. The organization of the learning process (means, the pace of training, methods and techniques, etc.) provides the opportunities for each student (Jordi, 2011; Meierdirk, 2017; Nam, 2017; Courtney, 2018).

In the interpretation of IEP, the authors stuck to the research of (Lebedintsev, 2013). This researcher states that the individual educational program consists of the content of education (in the broad sense of this concept: information, knowledge, methods of work, technology) and activities for its implementation. This, planning of one's own educational activity is carried out through the IEP. Dialog is based on the conversation of two interlocutors. The dialogueness of educational communication includes the dialogic nature of interpersonal relationships and interactions (Oneill, 2017). The principle of dialog should manifest itself not only in external but also in internal processes. Much attention is paid to the practice, including the research work:

Teaching practice. Practice meant to obtain primary professional skills (research and pedagogical); Internship to acquire professional skills and experience of professional activity; Pre-graduation internship; Research work (Lapina, 2016).

Reflective teaching in the updated educational process brings students to a new level of awareness on educational outcomes. The process of educational programs development causes problems if students experience them as difficult life situations. Why life

situations, but not educational ones? For many of them in this life period the basic process is the mastering the profession in educational and professional activities (Fedosova et al., 2016). It is namely the completion of this period and its educational outcomes that is related to successes of the future life: financial well-being and economic independence, social status, new opportunities for communication and change of residence. This is the students' viewpoint.

5. CONCLUSION

Creating one's own educational products covers training, educational and, which is the most important, research activities. Student's research activity is organized starting on the first year through a variety of forms: projects, student scientific societies, circles, laboratories, conferences. All forms allow students to find like-minded people. Thus, the graduate, having mastered degree program Social pedagogy in Psychological and pedagogical education specialty is ready to solve the following professional tasks in accordance with the type of professional activity, which is the focus of the master's program: learning and providing optimal conditions for comprehensive mental and socio-cultural development of children of different ages;

Development of psycho-pedagogical projects in order to ensure effective interaction of participants of educational relations; organization of educational environment that provides the treatment of the development of students experiencing learning difficulties,

behavioral problems and problems of interpersonal interaction; performing professional activities in accordance with the legislation of the Russian Federation, professional standards and ethical norms of the professional community; organizing and conducting the monitoring studies, the development and implementation of research and scientific projects; analysis, synthesis and presentation of results of own professional activity; participation in the design and creation of psychologically comfortable and safe educational environment;

Organization and participation in interdisciplinary psychopedagogical and social rehabilitation research and other activities in collaboration with specialists from related professions; formation of subjects of education needs for self-development and self-improvement; organization of interpersonal contacts and communication of participants of educational relations in the multicultural environment. Learning through reflective approach involves the creation of certain pedagogical conditions in a university that contribute to student's awareness of being a free and responsible person seeking self-improvement and self-realization in order to implement the tasks of humanization of education.

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