
PSYCHOLOGICAL FEATURES OF DEVELOPMENT OF PROFESSIONAL REFLEXIVE OF FUTURE PSYCHOLOGISTS

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Abstract: The article analyzes the professional reflection in the structure of professional competence, as a result of the training of future psychologists, that includes the readiness of the psychologists to evaluate and self-assess professional activity and the results obtained, to make timely adjustments to professional activities, to carry out analysis and forecasts. It is determined that in the professional activity of the psychologist's intellectual, cooperative, social-perceptual, personal and communicative types of reflection are presented. Reflection carries out design, organizational, communicative, semantic, motivational, corrective functions. Reflexive skills that are characterized by generalization, possessing the property of transfer, and promote the development of other types of skills, provide self-regulation activities and interaction, self-improvement and self-development of the psychologist's personality. In the process of reflection the self-knowledge, self-development and self-regulation of personality are provided. Reflection involves self-control, consciousness of action. The professional reflection of a qualified specialist in the field of practical psychology is multidirectional, coregent and multi-level, is considered as an ability that ensures the formation of the skill of systematic analysis with further creative activation of one's professional activity and therefore requires purposeful formation. In the concept of professional development of the psychologists, reflection is seen as a means of solving intrapersonal contradictions, the cause of which is inconsistency between "I-real", "I-ideal" and "I-reflexive". The result of personal reflection is the "image of me" of the psychologist as a generalized system of representations of the subject about itself, formed as a result of the processes of awareness of itself in three complementary systems: in the system of professional activity, in the system of professional communication and in the system of personal development. The systematic exercise of

reflexive activity by the psychologist helps to establish its professional competence. That is why future psychologists need the formation of professional reflection of already while studying in a higher educational institution, in order to develop and improve them during their professional activities.

Keywords: professional competence, reflexive component, future psychologist, educational institution.

1. Introduction

Socio-psychological transformations taking place in modern society necessitate changes in various spheres of human life. Development of the society depends on professionals who have a non-standard thinking, have a creative imagination, show professional qualities, and are able to take responsibility for timely solution of socio-psychological problems. Sustainable development of the society able to revise the system of traditional views envisages innovative development potential, carried by future professionals in the field. In this regard, educational resources of higher educational institutions are used for the formation of professional qualities of students.

In this context, the need to develop and update fundamental aspects of the theory and methodology, which is confirmed by the Laws of Ukraine "On Education", "On Higher Education" etc. Thus, the Law "On Education" states that the main purpose of education is to ensure the holistic development of the personality, his physical, intellectual and creative abilities through education, training, socialization and the formation of the necessary life skills [1]. The Law of Ukraine "On higher education" the creates conditions for combining education with science and practice in order to prepare competitive human capital for the high-tech and innovative development of the country, self-realization of the individual, ensuring the needs of society, of the labor market and the state in qualified specialists [2]. The content of the educational process is considered not only as a system of knowledge, skills, attitudes, creative experience, but also competencies, which provide a diverse development of mental and physical abilities, worldview, values, morality, the development of the personality. The content of education is designed to provide the formation of a set of integrative personality traits at a level that meets the capabilities and patterns: curiosity, activity, emotional sensitivity, communication, ability to solve intellectual and personal problems.

The competence-based model arises from professional education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. The transition from theory to practice requires competent thinking from a modern specialist. A competent specialist is characterized by knowledge in his area, personal and humanistic orientation, possession of modern technologies, the ability to integrate with experience, creativity in the professional sphere, the presence of a reflective culture.

Psychologist a person, whose actions ensure the orderliness and efficiency of all internal processes of the system working in a changing environment, plays a key.

Today's conditions and features of social life place high demands on the competence, professionalism, culture-level behavior and thinking of a practicing psychologist. In order to acquire professional competence, a psychologist must have highly developed professional qualities. That is why students majoring in Psychology need the formation of professional qualities already while studying in a higher educational institution, in order to develop and improve them during their professional activities.

The purpose of the article is to determine features of development of professional reflexive of future psychologists.

2. Reflexive component of professional competence of future psychologists

A necessary component of an individual's professionalism is professional competence. Modern professional competence approaches and its interpretations are quite different. The definitions of professional competence as «in-depth knowledge», «the state of adequate task performance», «the ability to fulfill a task in a timely manner» are prevailing [3, 4].

In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills [5]. The concept of a psychologists' professional competence expresses the unity of his theoretical and practical readiness to carry out professional activities and characterizes his professionalism. In this regard, professional competence is determined by the level of manifestation of professional readiness for the implementation of professional activity [6].

Scientists propose different interpretations of the competence-based approach. In particular, N. Bibik emphasizes the necessity of turning the focus from a learning process to learning outcomes in terms of the activity approach ensuring the graduate's ability to respond to new demands of the labor market as well as the availability of adequate potential for practical solutions to real-life problems [7]. O. Gluzman claims the competence-based approach to consist in shifting the emphasis from the accumulation of normative knowledge, skills, and abilities to the cultivation and development of the ability to act pragmatically, to apply individual techniques and experience of successful activity in job-related situations and social practices [8]. According to O. Savchenko, the general idea behind the competence-based approach is competence-oriented education aimed at the complex acquisition of knowledge and practical activity methods through which a person successfully realizes their potential in different life spheres [9]. The concept of the specialist's professional competence implies the unity of their theoretical and practical preparedness to carry out professional activity characterizing their professionalism. In this regard, professional competence is determined by the level of professional readiness for work. Competence covers not only cognitive and operational-technological components, but also motivational, ethical, social, psychologic and behavioral ones including learning outcomes, a system of value orientations.

In the conditions of the competence-based approach implementation, the problem of improving future psychologists' professional competence comes to the fore. Psychologist's basic qualification characteristics are determined according to the staffing requirements. A psychologist's qualification should reflect universal cultural, general professional and professional competence. Professional competence covers the field of knowledge and methods of forming a set of skills and determines the dependence of the development of this competence on the quality of professional activity. The level of psychological competence influences significantly on the quality of organization and effectiveness of full-fledged developmental interaction with the students in modern institutions of higher education [10].

In psychological and pedagogical sources there are several approaches to the definition of the professional competence phenomenon, such as pragmatic and functional, axiological, universal, personal and pragmatic [11, 12].

The structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, scaling and interpretation, self-development, integration, transfer of knowledge from one branch to another). The professional competence includes subject (special), psychological, differentiated, reflexive components. The structure of professional competence as the result of the training of future psychologists is due to its components being the key, basic, special and partly professional competencies, each of which has a cognitive, activity and personal aspect. In particular, the personal component is a system of professionally determined qualities of the personality, abilities, motives, interests that determine the position of the psychologists (authoritarian or humane), his professional orientation (the leading motive of which is the care of maximal self-actualization of his personality, self-directedness acting as the need for professional self-improvement, the focus on ever more profound mastery of the subject), professional reflection. The activity component includes accumulated professional knowledge and skills, reflects the manifestation of the initiative and creativity, professional qualities of personality; correlates with the skills associated with the psychological aspect of the personality: communicative, perceptual, reflexive.

The professional reflection of a practical psychologist is considered as an ability that ensures the formation of the skill of systematic analysis with further creative activation of one's professional activity [13]. The reflexive component of the structure of professional competence of psychologists includes the readiness of the specialists to evaluate and self-assess professional activity and the results obtained, to make timely adjustments to professional activities, to carry out analysis and forecasts. In the professional activity of the psychologists intellectual, cooperative, social-perceptual, personal and communicative types of reflection are presented.

Professional reflection carries out design, organizational, communicative, semantic, motivational, corrective functions. Reflexive skills that are characterized by generalization, possessing the property of transfer, and promote the development of other types of skills, provide self-regulation activities and interaction, self-improvement and self-development of the psychologist's personality. In the process of

reflection the self-knowledge, self-development and self-regulation of personality are provided. Reflection involves self-control, consciousness of action [14].

In the concept of professional development of the future psychologists reflection is seen as a means of solving intrapersonal contradictions, the cause of which is inconsistency between "I-real", "I-ideal" and "I-reflexive". The result of personal reflection is the "image of me" of the psychologists as a generalized system of representations of the subject about itself, formed as a result of the processes of awareness of itself in three complementary systems: in the system of professional activity, in the system of professional communication and in the system of personal development. The systematic exercise of reflexive activity by the psychologists helps to establish its professional competence.

3. Development of professional reflection in the process of training practical psychologists

In the scientific literature, the professional reflection of a practical psychologist is understood as the ability to detached observation, the object of which is the subject of professional activity [15]. In psychology, the problem of professional reflection lies at the intersection of such scientific problems as personality psychology (self-awareness, moral self-awareness), psychology of thinking, problems of social psychology (actually, the study of reflection arose as a study of the mutual reflection of subjects in a special contact [16]. The variety of author's approaches to the development of the problem of professional reflection testifies to the complexity and multifacetedness of the studied phenomenon.

Modern psychological research shows that the professional reflection of a qualified specialist in the field of practical psychology is multidirectional, coregent and multi-level, and therefore requires purposeful formation [17].

Analysis of scientific research and requirements for the level of professional training of future psychologists allowed us to identify the main qualities of the person and structure them by four components [18]. Communicative component is communicative compatibility, ease and confidence in communication, psychological contact, ability to conduct a dialogue with subjects of professional communication, flexibility in mastering new roles in the group, kindness in communication, social and communicative individuality. Organizational component is openness, self-management, motivated activity, proactivity in creating a barrier-free environment, authoritarianism, tolerance, reflexivity. Gnostic component is the general culture of the individual, critical thinking, independence in learning new things, ability to find and vary new knowledge, ability to generalize professional and social experience, cognitive activity, information culture. Constructive component is a sensitivity to changes, ability to design one's own activities taking into account professional standards, ability to correct own actions and behavior, ability to search and choose alternatives, purposefulness and perseverance in construction of professional activity, ability to design a barrier-free space, pluralism, etc.

Preparation of future psychologists for the formation of professional qualities requires such completed components as a knowledge base, a system of actions and values that ensure their practical implementation, namely: theoretical component, organizational and practical component, and value-oriented component.

The system for the development of professional qualities of future psychologists provides for the creation of both an appropriate developmental environment (special psychological and pedagogic influences, group interaction in course of training, organization of socially significant activities of future psychologists), and a set of tools aimed at the development of motivation for self-understanding and self-improvement, self-development of responsibility as an integral personal quality that is system-forming in regard.

In the integral educational process, the following structural components are distinguished: personal component as a collective subject of the process of interaction of the educational process participants; target component, which is determined by the requirements for the personality and activities of a professional, contained in the model of a specialist, qualifications description, state educational standard, etc.; content component, that includes what is to be learned by future psychologists in order to realize the given goals; operational and activity component (technologies, forms, methods), which is implementation of educational goals and tasks, carried out through interaction using certain methods, techniques, learning technologies and organizational forms; psychological and pedagogic conditions as a component of the learning process.

A competent approach to the development of professional qualities of the individual is manifested in the fact that, when organizing educational activities, it makes it possible to consider the development of professional competence of future psychologists as a step-by-step process of acquiring professional knowledge, practical skills in organizing activities and experience in emotional attitudes towards subjects and methods of activities that meet the needs of society. It is also important to deepen self-understanding and self-knowledge of the individual based on internal dialogue and reflection as a psychological mechanism.

To arrange in a higher educational institution an efficient educational process, it is necessary to create motivational (formation in the future psychologists of the motivation for active educational and cognitive activities, presentation of their achievements), content (development of proper educational and program documentation, providing future psychologists with educational and methodological discipline complexes, didactic materials, methodical manuals) and organizational (time framework and mode of study, organizational structure of the educational process, implementations of active forms and methods of study, interchange of various types of activities, registering of periods of the highest capacity for work, etc.) conditions.

Reflective component also plays an important role in the educational process. Summarizing the results of each stage of training is necessary not only for evaluating its effectiveness, but also for the development of reflection and introspection as attributes of the personality of the future psychologists, as well as for the formation of the need for self-improvement. In practically all modules of a professional

psychologist, despite the many differences in the definition of the main professional significant qualities, there is a common indication of the ability to professional reflection as an indicator of the level of professional self-awareness. This, in turn, sets appropriate requirements for the level of professional and personal training in the higher school system of the future specialist in the field of practical psychology, in particular, the development of his professional reflection [19].

In order to develop future psychologists' reflection, during the classes special procedures are used; they are based on feedback and self-analysis of participants within the educational process, reflecting the results of self-knowledge, self-observation, awareness of the processes of group interaction and their place in the group structure. One of the important conditions for the formation of reflection of future psychologists is the creation in training interaction of a personality-oriented environment.

Interaction between the individual and the environment has a dual direction: on the one hand, the individual, when acting, affects the environment, changes it; and simultaneously they change themselves. At the same time, the future specialists enters the environment of the institution of higher education, which has a socio-professional nature, micro-environment of the educational and training group. Due to the specifics of the microclimate and the directed influence, educational environment has an impact on the development of personal qualities of future psychologists.

Of professional competence formation of future psychologists it was carried out in three directions: during lectures on professional disciplines; during practical and seminar classes in professional disciplines; during extracurricular activities. Effective measures for forming professional reflection: motivational and value orientation of future professionals to successful professional activities by providing positive experience of achievement and success in specially modeled situations; ensuring the acquisition of practice-oriented, integrated knowledge on the basis of cognitive activation of future psychologists and critical interpretation; application of personality-oriented technologies aimed at formation of professional skills in future professionals; formation of a set of integrated knowledge, skills and abilities, aimed at the development of emotional intelligence resulting from training exercises in reflection (understanding and awareness of emotions) and emotional impact. Reflective training is the best conscious way to achieve a goal, which is achieved thanks to the knowledge acquired during the training and the enthusiasm that arises during it (20).

In order to form the reflection formation of future psychologists, practical training sessions were conducted; the content was determined by the need to form a certain applied professional skills. Methods for developing professional reflection in students in practical training-type classes were a variety of educational and educational and reflective trainings, acmeological reflective games and training exercises. Special work was organized to activate future psychologists and make them critically comprehend the educational material to provide in-depth knowledge of professional and the formation of their own the professional competence. The content of tasks ensured the implementation of the integrative and aim-orientating function. Professional reflection of practical psychologists when performing reflexive game exercises is formed in reflexive prediction of behavior, management of psycho-consultation situations. It is

productive to use developmental reflexive techniques such as self-testing and mutual testing, role-playing and positional games with a change in the defined roles, a change in simulated situations, game innovation seminars.

Thus, the professionalism, communicative competence, professional activity and, accordingly, professional reflection are an indispensable condition for the personal development of a future psychologists. Personality-oriented learning, in addition to the competence approach, will significantly improve the quality of training of a future psychologists by diversifying the methods and tools, more active introduction of innovative educational technologies and self-diagnostics methods, introduction of a motivation system, which allows to develop high level of empathy and reflection, positive self-concept.

4. Conclusion

The analysis of the current stage of the professional education development allows us to assert that the improvement of the training system of future psychologists should be considered not only from the point of view of mastering the theory and practice, mastering psychological concepts, but also of view of high level of their professional reflexive, consideration a psychological aspects of its formation.

The development of professional reflection in future psychologists is a necessary condition for their adequate assessment of themselves and others and themselves through others. Constant re-examination of one's own qualities, positions, self-assessments, adequate evaluation of one's actions, the ability to notice positive and negative reactions of others to one's behavior and to determine their causes help the future psychologist to acquire professionalism, optimize his relations with others, develop a reflective attitude towards himself as a subject professional activity.

In the process of educational and cognitive training, the use of acmeological reflective games and exercises, the process of becoming a professional reflection is significantly activated, the experience of socialization is filled through the harmonization and favorable pro-sociality of the microclimate of the student group, the social, spiritual and professional maturity of the student's personality, the integrity and stability of his self, psychological readiness of the graduate to implement professional functions.

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