

УДК 159.91

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FORMING OF THE REFLECTIVE POSITION OF STUDENTS ON THE ENGLISH LESSONS

Анотація

Стаття присвячена проблемі формування рефлексивної позиції студентів на заняттях з англійської мови. Наведено розкриття певних особливостей поняття «рефлексія» в контексті педагогіки та лінгвістики. У статті також пропонуються розроблені автором методики формування рефлексивної позиції, орієнтованої на культуру логічного мислення

Ключові слова: рефлексія, культура логічного мислення, рефлексивна позиція

Summary

The article is dedicated to the research of the problem of the forming of the reflective position of students during the English lessons. Some peculiarities of the term "Reflection" are described in the context of linguistics and pedagogic. Some (developed by the author) strategies of the forming of the reflective position, oriented on the culture of logical culture are proposed in the article too.

Key words: reflection, culture of the logical thinking, reflective position

The historical epoch, which have entered our mankind in the XXI century, we may characterize as "the epoch of the globalization". This tendency is based on the transforming of the personal, social problems into the world-range level. Such problems, in the case of their unsolved position are able to cause crisis's, which can represent the first step on the road to the mankind's ruin.

The most dangerous of such global crises is the educational one. In spite of the thousands of new methodic textbooks, tests and high-tech applied programs, which gave to improve the level of the education of the future linguists, students of the philological faculties are not able to point the goal of their systematically, complicate and difficult educational process, to show the achievement motivation, to value their activity, to analyze it and to think according to the logic's laws and rules.

So as the goal of our article we can number the review of the reasons of forming of the linguist's culture of logical thinking at the educational institutions and the presentation of the basic characteristics of the term "reflection", of the term "reflective position". That's why the task of our article is in the discovering of the ways of their forming on the English lessons, oriented on the forming of the students' logical thinking. Certain problems of the Logic's studying have been lightened by such pedagogues: E. Ivanov, I. Nikolska, V. Palamarchuk, V. Osinska, V. Brushinkin, I. Ivin, V. Zhuravlov etc. All of them have underlined the great role of Logics in the pedagogical process at the High pedagogical institutions.

So, A. Arno and P. Nikole underlined that , "logics is the art to strait correctly the mind to the understanding of the world around, necessary as for the studying as for the teaching others" [1, 30]. The problem of the forming of the culture of logical thinking is very actual now. Such scientists as A. Getmanova, A. Ivin, G. Ivlev,

D. Holms, V. Kluv, T. Njukom, Ch. Kuli, E. Voishvillo devoted their works for different aspects of it. But we have to mention, that there is not rather accurate methodic of forming the reflective position for the logical culture during the English lessons.

The maintains of the development of the positive attitude to the culture of logical thinking on English lessons is in the transformation of the social values into the personal, including their realization during the pedagogical activity in future with the help of the knowledge and logical skills (content-processing component). If the content-processing component will be formed, if the motives of the forming of the logical culture will be the personal for the student, then they will be the regulators of the behavior and activity of the future educators.

It means that specialists will pay more attention to the communication with students. The logical thinking in the structure of the relations among the personalities leads the role of the interpretation of the reactions and acts of other people. It is the understanding of the results of the activity of other people, as the perception of the communicative production of others. Perception of the others includes the forming of the opinion about the thought of others, about the level of their logical thinking. This process is based on the imagination of what (possible) thought has another personality about the opinion of the person, in other words, the process of reflection takes part.

So we consider as the first step the pointing of the term of the reflection, which as its goal always underlines the understanding of the own personality and another one during the process of the communication. In the encyclopedic resources reflection is determined as the self-knowledge of the inside psychic acts and states [4]. The term of the reflection appeared in the philosophy and meant the process of thinking of the person about that, what happened in person's consciousness. Decart understood reflection as the person's ability to concentrate on the own thoughts. Lökk determined it as the special source of knowledge – inside experience, which is based on the information of the human sense-feelings (not as the outside experience, which is based on the information, received from another personalities.) Research, made by D. Holms, T. Njukom, Ch. Kuli were devoted to “diads”– (the pare of subjects, which were included in the process of acting in the laboratory situations, in the handmade conditions).

Though we think, that reflection is the rich field for the collective forms of the work, for example, during the studying English in the ordinary group of students it is possible to use the “case study”, which effectively helps to understand the position of everyone. Strong reflective position is of so great acute in our day life; and at the same time, the reflection as the part of the forming of the culture of logical thinking of the future specialists, has all the needed features for the forming of the teacher's personality during the professional activity.

The understanding of the student by the lecturer is the burning in our day modern pedagogic. But the problem of the understanding between the two personalities became popular in early 30-35s of the last century. Many scientific researches are devoted to it abroad and in our country. The foundation of this branch is based on the work of V. Bodalov, which collected the material about the different effects of the perception, observational learning, perceptual constancy. He analyzed the mechanism of the stereotyped behavior, floodlighting, decentralization, etc.

The forming of the stereotypes takes place when (thanks to the influence of the environment) the personality creates the certain etalons for the valuing of other personalities. Very often this process is not noticeable, that's why the pedagogue of English has to be very attentive to the first marks, values of students. Floodlighting is another mechanism of the perception of another personality. It is characterized by the instinctive transferring of the own motives, features to another personality. The next mechanism is the decentralization. This is the ability to avoid the own egocentric position and to percept the point of view of another personality. Such form of the personality's reflection helps to understand the thought of others about the personality. It is not just the information and perception of the personality by itself, it is the discovering of the marks and values of others about it, its emotional reactions and cognitive attempts.

The whole-round analysis of the personality is the task of certain sciences, such as psychology and pedagogic as the chief leaders in the preparing of the future specialists for the educational branch. There is the wide circle of the problems of the communicational psychology, which is of great importance for the English teaching [2].

There are six positions in the complex process of reflection, which characterized the perception among the two personalities:

- 1) the personality, as it exists in objective reality;
- 2) the personality, as he (she) percept himself (herself);
- 3) the personality, as he (she) is percept by others;
- 4) these three positions, but from the point of view of another personality.

So, reflection is the process of the double, mirror perception among the personalities, which maintains the perception of the features of the members of the process [5]. During the forming of the reflective position of students educator has to remember, that there are certain factors which hinder to percept people adequate:

- Effect of the certain statements, values, marks, which has the person of the perception before the beginning of the real process of the perception;
- Effect of the formed stereotypes;
- Effect of the "quick conclusions";
- Effect of the conscious structuring of the personality, during which certain features are структурування особистості, під час якої певні риси відкидаються;
- Effect of the "oriole", when the attitude to one feature forms the whole image;
- Effect of the floodlighting when own features are transferred on another person;
- Effect of the "last information", when the last received information erases the previous one.

It is possible to determine the reflection as the perception (made by the person) of the methods and acts of the making an impression on someone else [4].

The understanding between the members has to be presence during the process of the communication. Understanding has such forms: understanding of the motives, goals, statements of the partner; understanding and perception of these motives, goals, statements. During the perception of the other student such processes take place: emotional valuation, efforts to understand the motive of the behavior, strategy of the changing of the behavior, efforts to plan the structure of the own strategy of the behavior. In the social pedagogic we can find the definition

of the reflection as the understanding by the individual of the position of the perception of his personality, made by others [3].

These are not just the knowledge and understanding of others, these are knowledge of that, how others percept you.

Reflection directs the personality on the understanding of the knowledge, on the critical analysis. The strong reflective position develops, improves the activity of the self-understanding, which develops the inside structure and specification of the mental world of the personality. Loosing the ability if the reflection, person loose the emotional space, free communication with the surround world [1]. Reflection is not just the method of the self-analysis, this is the method of the looking for the inside freedom. Subject makes acts of the self-understanding, self-valuing and receives the satisfaction from the mental efforts.

Simultaneously reflection is the deep self-understanding, determining of the own psychic abilities. This is the thinking inside of thinking, thanks to which personality has the opportunity to develop, to receive the necessary connection with the society, with life.

Reflection starts to form in the infant age and in future this ability has to become deeper and stronger in the process of self-understanding and self-upbringing. At first the personality has to research the own thoughts, acts, after that personality has to determine their contrary sides. The inside dialog is forming just on this way, which transforms the process of self-perception into the conscious process of the marking of the whished elements.

That's why on the first courses at high educational establishments students have to know about the law of exteriorization, in other words, the forming of the logical actions on the inside structure of the consciousness through the perception of the outside acts. Thanks to this the social tasks and aims with the personal value form the reflective position of the personality. Depending on the individual features, students are able to be responsible without the added motivation. Other needs the forming of the strong motive. That's why it is necessary to remember about the motivational position of students. So, the inside conscious self-activity is necessary condition of the development of reflexive position

But we have to mention that reflection will not be developed if the personality will not spend much time on "brain activity", analyzing the own acts continuously. Receiving any knowledge, personality has to direct the attention on the inside-mind processes, to develop, to adapt to the surrounding reality. Cause thanks to the reflection personality has the ability to orient in the unexpected situations, events, conditions; ability to make necessary efforts for the solving of the tasks; ability to improve the experience of the communication, to act in the collective. All these components are the condition for the forming of the future teacher's personality.

According to V. Grineva, reflection is not just the knowledge and understanding of the student of himself, but also the understanding of the position of others according to him, perception of their thoughts about his personal features, emotional reactions, etc. Reflection is connected with the teacher's effort to analyze, to synthesize, to value his activity from the point of view of the society. Such analytical approach is the direction of the teacher onto the continuous back-connection, on the skills to see and to value the received information from the position of the pupils.

The educator has to lead to the determining of the results of the used pedagogical methods, means of the solving of the pedagogical problems and social-psychological tasks, which are the most important conditions of the development of the professional skills. The reflective position is in all aspects of the upbringing process and is of great actuality.

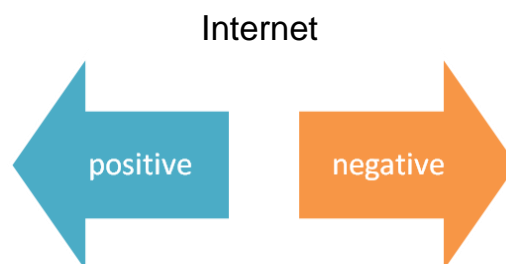
On the English lesson the process of the mastering in reflection as the mechanism of the perceptual and communicative activity of the future teachers needs the changing of the prior tasks of the training: personality of the student (with his motives and needs) as the subject of the activity; content of the communication of the teacher and student. The educator has to memorize to students that they have to percept the process of their development during the educational process. For example, students have to improve skills of the receiving information from the open text and to make the reflective acts on this activity.

We can suggest some of our methodic, oriented on the forming of the reflective position of the students on the English lessons. You may suppose your students to finish the short text in three variants (moralizing, humor, tragic) and after that to change with their partners and to state the marks. You have to value the quantity of sentences, the choice of the method of the story's finishing, the original style. The next task is oriented on the finding of the possible logical ties. Students have to compose sentences, using suggested words from different branches (book, isotope, hurry).

The next strategy helps to form logical and critical thinking, reflective position. You'll need the cube with such words on its sides: *describe, state the function, positive and negative features*.

The pedagogue has to choose the certain term. After that students have to fling the cube and to give the answers on the given task. The strategy helps to form the positive atmosphere, the motivation for the studying.

You may propose students to fill in the diagram, to discover positive and negative features of the object. This strategy is oriented on the forming of the logical skills and reflective position too. Students have to write down their thoughts on the free space of the card:



Reflection is not just the process, which exists on the level of senses, it comprises the researching, the understanding of the basis components of the activity on different levels (its content, types and methods of solving of the problem, ways of its improving). During the communication on the first level of the reflection personality does not spot the statements, motives, moods, thoughts of the other person. On the second level there is the episodically activity of the imagination. The third level is characterized by the appearance (during the communication) of the certain thoughts about the inside world of the other person. The next level helps the person to recreate in his mind some features of thoughts, feelings of the other person.

Reflection appears in the process of the communication, in the methods, acts, in the character of the activity. It makes the influence on the inside stimulus of the development of the teacher's need in the self-upbringing. It is very close connected with the high level of the creative ability in the professional sphere.

With the help of the strongly formed positive position of the forming of the culture of logical thinking and reflexive position, students have the opportunity to analyze the results of their activity, to value and to realize the logical skills in their future professional activity. The creation, development of the concrete methods and methodic of mastering reflective act on the English lessons will be the goal of our future research work.

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Стаття надійшла до редакції 01.04.2017