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The Problem of Developing the Reflexivity of Future Specialists in Social and Humanistic Sciences in the Context of Postmodernism

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Abstract: The article talks about the postmodern approach to studying the problem of reflexive competence of future specialists, requires a comprehensive analysis of the organization and content of the educational process in higher education institutions. The postmodern concept of professional reflection and personal reflexivity of students is highlighted, it determines the ratio of these formations as unique individual phenomena, their influence on the formation and manifestation of professional and professional competence at the creative-professional, cognitive and personal-motivational levels. The concept of reflectivity of the future specialist is specified. The structure of professional reflection of students is specified. The value of pedagogical practice for the development of professional reflection in future professionals from the standpoint of the postmodern approach is emphasized. The model of formation and development of personal-professional reflectivity in future specialists at the competence, cognitive, personal-motivational, emotional and evaluative-behavioral levels is presented.

Keywords: *self-knowledge, self-understanding, postmodern pedagogy, reflexive competence, educational needs, postmodern concept of reflection, reflexive skills of students, professional reflection, personal reflexivity, postmodern approach.*

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1. Introduction

Ukraine's integration into the European community, dynamic socio-political and economic changes in society necessitate the training of highly qualified specialists capable of effectively adapting to new educational reforms. According to the postmodernist approach to the training of future professionals, reflexive competence of the optimal level provides them with a personal movement towards freedom, self-education, personal and professional growth, self-actualization in their professional activities. Undoubtedly, professional reflection is directly interrelated with self-development of the individual, constantly active work on oneself as a future competitive specialist. Therefore, the study of the development of professional reflection of future professionals is extremely relevant in the applied aspect as an object of scientific research of postmodern socio-humanitarian science.

Postmodern education considers in reflection not so much rational content (as in the empiricism of modern pedagogy), but as a personal resource of the future specialist, manifested through his emotions, positive attitude and attitude to the chosen profession in the form of experiences of not only academic success but also failed attempts. get them at the training ground. Postmodern pedagogy is focused primarily on promoting the formation of reflexive skills in a future specialist (a system of conscious actions and operations for self-understanding and the subject's assessment of his own "Ego", his behavior) as the basis of reflexive competence and professional meta-teacher consciousness with an individual system of professional values and motives for his further successful professional self-realization, taking into account the unique personal nature of reflection.

2. Theoretical analysis of the study of the development of reflexivity of future specialists in postmodern socio-humanitarian science

The concept of reflection arose in the bosom of philosophy - it was introduced by J. Locke – it is meant the internal attitude of consciousness to itself, internal experience, source of knowledge, introspection, a form of cognition, the process of critical thinking and self-awareness based on a person's reflections on himself. In postmodern pedagogy, the word reflection (from Latin means "going back"), that is, to oneself, to displaying oneself as in a mirror is "thinking about thinking", the process of self-knowledge by the subject of his inner world (feelings, emotions, states, needs, desires, aspirations), in which the sub'object becomes the object of its own observation as a creative process. For professional activity, the

subject's reflexive competence and subjectivity are important as reflexive activity in the process of knowing himself, self-mobilization, self-organization and self-control in solving a complex professional or educational-professional situation. In this regard, reflection is, first of all, not so much the result of empiricism and passive observation - as it was in modernist science, but the result of individual self-knowledge, comprehension and self-understanding - as defined and described in postmodern pedagogy. The phenomenon of professional reflection in the socio-humanitarian field is considered as a component, first of all, of professional competence, and reflexivity - as an integrated education with reflective mental phenomena.

There are three variants of the relationship between "reflexivity" and "reflection": they are identical (used as synonyms), reflection is a broader concept than reflexivity (reflexivity is only one of the modes of reflection.), Reflexivity is a broader concept (the ability of the system to direct its own activity itself.). Reflexivity is a property, and reflection is a process. In this case, reflexivity becomes a generalized reflection, a condition of its possibility for the subject, the ability to reflect. Reflection - a specific manifestation of reflexivity at the level of the mental process. If the reflection is always focused on the subject, the reflexivity is generalized, characterized by systemicity, integration, continuity in contrast to the dynamism, discreteness and direction of reflection. Reflexivity is a generalized possibility of reflection and, in contrast, is correlated not with the specific content of activities, but with the systemic integrity of the individual. This allows the introduction of the concept of "personality reflexivity", defined as its ability to direct their own activities to themselves, their own characteristics, ie reflexivity provides the individual with the opportunity for self-construction, self-development, self-determination, but it must be understood that it can have not only constructive but also destructive nature, for example when in the process of self-development of the individual "eradicates" features that hinder the success of its activities (Zimovin & Zaika, 2013).

The study of the development of reflexivity and the ability of the future specialist to professional reflection was studied in domestic and foreign scientific literature in a personality-oriented approach as a problem of personality reflexivity (Leontiev et al., 2009; Zimovin & Zaika, 2013); in competence and activity approaches to the formation of reflexive competence as a component of professional competence (Chernobrodov, 2018; Korsikova, 2018; Malykhin & Gerasymova, 2015; Semychenko, 2018) and to study the processes of reflection decision-making to solve complex

professional situations (Ball & Medintsev, 2016), and the development of pedagogical technologies for the formation of reflective skills and actualization of creative and intra-reflexive potential of students of pedagogical university (Malykhin & Gerasymova, 2015); in phenomenological, axiological, action and postmodernist approaches to the analysis of reflexive self-creation of the self-concept (Tatenko & Tytarenko, 1998).

Despite the presence of interesting and practical studies on the studied problem of the development of professional reflection and personal reflexivity as the basis for its formation, the literature does not sufficiently highlight the methodological and methodological foundations of the reflexivity of the personality of the future specialist in the institution of higher education and poorly studied the psychological and pedagogical conditions of its actualization from the position postmodern approach - in the context of postmodern psychology and pedagogy of the development of reflection on the creative abilities of students, taking into account their unique individual psychological characteristics.

It is impossible to form the professional competence of a student as a future teacher without the formation of reflective competence. The formation of reflexive skills allows their application in a harmonious combination with the reflexive competence of students of pedagogical university. Reflexive personality skills are a complex structured personal education, synthesis of conscious actions, operations, self-attitude, embodied in the ability of the individual to objectively analyze their inner world, individual properties, activities, behavior in various situations of interaction with others, encourages self-determination and activity. Reflexive skills and abilities directly affect the creative expression of personality. Creativity as a general anthropological property is not formed, is not brought up, it as one of the essential characteristics of man can only be "awakened" by activating and actualizing the intra-reflexive potential of the individual in creating new knowledge resources (Malykhin & Gerasymova, 2015; Nerubasska & Maksymchuk, 2020). In such a creative subjective metapsychological process - the essence of the postmodernist approach to the development of personal reflexivity of the student.

In our opinion, the development of reflexive skills is interrelated with reflexivity as a unique individual property of the future specialist as a subject of reflexive activity. Reflexivity has the ability to integrate with such reflexive personal and professional qualities as tolerance in accepting a different point of view, responsibility, dialogue in professional communication, sensitivity, empathy, adaptability, flexibility of behavior and

the presence of critical thinking. Reflexivity - a fundamental basis for the formation of professional reflection in the professional genesis of the specialist and the manifestation and direction of mental activity of the individual to himself. In postmodern socio-humanitarian science, psychological and pedagogical technologies for the development of reflexivity of future specialists in the humanities and pedagogical faculties of many higher education institutions have been developed as a recommended structural component of pedagogical practice (Komogorova et al., 2021). The priority and result of practice, rather than "theorizing" of knowledge experience (as it happens mainly in modern pedagogy and theoretical psychology) is the expansion of opportunities for students in the choice of cognition, decision-making, self-improvement strategies.

During the internship, students, resorting to pedagogical reflection, take on the role of teacher and the first practical pedagogical experience always involves a lot of mistakes, so it is at this stage of reflection is crucial in the formation of reflective methodological competence of the future teacher. Comprehensive reflection contributes to the formation of the foundations of analysis and self-analysis of the results of their own pedagogical activities, adequate self-assessment, the search for effective ways of correction and further professional self-improvement during the pedagogical practice of future teachers. To analyze students' own practice, foreign researchers have studied their reflexive metacognitive strategies - self-observation, self-reaction, self-correction, self-improvement, self-regulation (Kuiper, 2002). The results of research on students' reflection based on written texts and speech were also interesting (Hatton & Smith, 1995).

The essence of the research (reflexive) paradigm can be conveyed as follows. The number of events that need to be controlled in the pedagogical process in order for a student to acquire knowledge at a high quality level, master skills and abilities, correct all personal distortions or stereotypes, is so great that no teacher can cope with it. Therefore, the control function should be transferred to the student himself, so that he identifies and timely corrects the factors that contradict his development (Semychenko, 2018). This postmodernist position of a teacher of higher education frees the student from negative feelings, fears and gives him confidence in himself as a successful future specialist.

Based on the principles of problem-solving and cognitive activity, the content of education can be structured in the form of multilevel pedagogical tasks, the solution of which will promote the development of professional thinking and learning the experience of professional reflection.

The goals of mastering the content of academic disciplines are determined by the need for deep and strong mastery of the system of this knowledge by students and the development of reflective skills, their use in professional activities (cognitive and operational-technological components of professional reflection). Teachers need to select the content of tasks so that students can understand the subjectivity and accept the value of professional reflection as a necessary condition for achieving high quality future professional activity (axiological component) (Chernobrodov, 2018). These principles implement the postmodernist approach of the leading teacher with the student as a partner.

Leontiev et al. (2019) believe that the reflexivity of the individual affects the peculiarities of its adaptation to the requirements of activity. In the differential approach to the definition of reflexivity, he distinguishes three forms: 1) introspection (self-understanding), associated with a focus on their own condition, their own experiences, and possibly neuroticism; 2) systematic reflection, associated with self-distancing and looking at yourself from the side, which allows you to cover both the pole of the subject and the pole of the object; understanding the causes and consequences of their behavior through the eyes of their partner as a constructive strategy; 3) quasi-reflection, aimed at an object that has nothing to do with the actual life situation and is associated with separation from the actual situation of life in the world, ie with dreams and fantasies, "travel" in their thoughts. Reflexivity in our refinement and understanding is identical to systemic reflection.

An important criterion of developed systemic reflexivity is the student's ability not only to realize the images of his self - the concept from the standpoint of other people, but also the ability to regulate their direct actions at the behavioral level. The manifestations of real action actions are manifestations of creative new forms as self-creation of his self-concept (Tatenko & Tytarenko, 1998). Gumenyuk (2001) believes that in the complex structure of Ego - concept (Ego - reflexive, Ego - action, Ego - real, Ego - ideal, Ego - assessment, etc.), at the top of universal self-consciousness is Ego - spiritual. Self-realization of the self - spiritual is possible in a situation of self-knowledge through one's own involvement in the spiritual-creative technology of self-development, embodiment of the mechanism of action aftereffect and first of all reflection of educational event (it can be any learning situation) and result of action.

The problem of developing the reflexivity of the future specialist in postmodern socio-humanitarian science is primarily related to the formation of his competence in solving unforeseen professional difficulties. In this regard, Ball and Medintsev (2016) vividly illustrate the sequence of processes

of reflection when making an effective decision by a specialist to solve an unexpected professional situation: retrospective component-by-component reflection (analysis of his professional experience - the selection of components related to the current situation: provisions of instructions, consequences of actions, etc.) introspection, integrative reflection (generalizing conclusions from personal and world professional experience of rational alternatives to his actions in this situation); perspective component-by-component reflection (reflection of the idea of a possible assessment of his alternative actions by other people and the corresponding consequences) retrospective component-by-component reflection (analysis of significant events in his life - highlighting emotional reactions associated with moral evaluation of their actions and loved ones); perspective grouping reflection (forecast of emotional reactions associated with the moral evaluation of their actions in each of the alternatives (self-evaluation and evaluation by significant others) introspection integrative reflection (decides on their actions).

Modern foreign researchers have studied mainly applied aspects of the functioning of reflectivity. Thus, Slepcevic-Zach and Stock (2018) noted that reflection begins with students' own understanding of education and training and investigated the impact of e-portfolio implementation on self-assessment of competencies, development of professional competence and reflective skills in students. The authors consider the portfolio method to be especially important in the field of self-reflective learning. Van Velzen (2017) analyzes the application of reflection in educational practice: the achievement of success by students through the application of reflective skills in relation to the learning process, obtained in the process of training the formation of professional self-esteem. Veine et al. (2019) consider reflection as a central component of the university's EiT interdisciplinary course to develop students' ability to collaborate in interdisciplinary teams. social and communicative skills in the process of dialogue with the teaching staff.

In foreign theoretical and methodological concepts of the postmodern approach to the training of future professionals in higher education, the advantage is to reveal primarily the practical aspects of the formation of transversal professional competence, self-realization and self-development, based on reflective critical and innovative thinking. Also, there are the terms "transversal" or "transverse" competencies, which are integrated from four areas (thinking, personal sphere, interpersonal relations, social sphere), in particular, "reflective thinking" is classified as "creative innovative thinking", a condition for the development of which in higher

education is cooperation and social (interpersonal) interaction with other people. Calero López and Rodríguez-López (2020) view transversal competencies in education and training as systemic, interrelated with students' reflexive thinking, influencing their metacognition, self-efficacy, self-esteem, and choice of learning levels. Researchers believe that transversal competencies should be included in curricula because they improve students' ability to think critically. Gordon et al. (2009) describe educational European competencies in the formation of systemic (transversal) skills as intercultural competencies in cognitive-communicative).

Transversal competence in the professional environment is constantly changing, as innovative educational methods are used and partners-intermediaries in the field of higher education are constantly involved (Palamarchuk et al., 2020). However, it is important to study the reflexive aspects of professional competence with the focus of students on the reflection of educational practice in the following areas: assessment of the content of student practice, determining the relationship between student assessment and teacher assessment, reflection on creative experience in higher education, innovation, active learning, autonomy responsible student (Sá & Serpa, 2018). Transversal qualities are interrelated with universal values (cooperation, teamwork, self-discipline, sociability, creativity, social responsibility) at the system level, so they can be used in training, in any profession, outside of activities that promote personal development through innovation approaches to learning and information technology, including the Internet. However, the main area remains critical innovative thinking (Whittemore, 2018).

Domestic education under the influence of postmodernism determines the need to form a postmodern type of consciousness (search for meaning and significance, not just the acquisition of knowledge), recognizing man as the greatest value. Pedagogical postmodern goal-setting involves the formation of a person capable of self-creation, change and improvement, considers individual values of the individual a priority in the pedagogical process.

3. Psychological and pedagogical conditions for the development of personal and professional reflexivity of future professionals

The postmodernist concept of formation and development of students' reflexivity is connected with the study of the issue of taking into account freedom in the manifestations of their subjective activity in cognition and with their right to choose professional values, professional

motives, social needs, vital and professionally oriented interests. Psychological and pedagogical conditions for the formation of personal and professional reflexivity in future professionals are: study of the peculiarities of their self-knowledge and self-understanding in relation to educational and cognitive activity and priority motivational formations in educational and professional self-actualization and individual psychological and age characteristics; on the basis of the received data - construction of model of development of reflectivity and professional reflection on cognitive (phenomenology of processes of self-consciousness, development of reflexive abilities concerning self-analysis, self-observation, self-estimation); evaluative-behavioral (development of optimal self-control, self-organization in educational situations); personal-motivational (intentions and willingness to apply reflective skills and personal reflexivity as a significant quality in future professional activities) levels.

The study of the current level of personal and professional reflexivity of the future specialist, taking into account his chosen profession and specialization, the course of study is necessary for teachers and psychologists of higher education to develop socio-psychological training for reflexivity in order to consolidate students' reflective skills. Reflective skills allow students to predict the consequences of their behavior, successfully organize professional communication, choose constructive (in the understanding of the young person) strategies of professional activity, and in case of failure - to eliminate their consequences and predict further prospects and directions of self-development. This reflective ability provides value-motivational coherence in relation to the compliance of the student's educational needs with the requirements of the professional environment.

Malykhin & Gerasymova (2015) developed a discretionary-didactic technology for the formation of reflective skills of students of pedagogical university - a certain algorithm of semantic-practical actions, which unfolds within three time intervals: actualizes the acquired experience of reflective activity of the individual (retrospective interval), the available reflexive possibilities (current urgency) are actualized and the mechanisms of perspective reflection connected with the future professional activity of students are created. The discretionary and didactic technology includes interactive teaching methods, modern multimedia information tools are used. Minimization of external and internal control over the course and results of educational activities, the use of self-control mechanisms for the process of formation of reflexive skills, activation of the emotional and evaluative attitude of students to the learning process by means of reflection is carried out (Malykhin & Gerasymova, 2015).

4. Conclusions

In postmodern pedagogy, reflexivity is defined as a complex phenomenon that plays a synthesizing role in defining the creative boundaries of the future specialist's personality, going beyond one's own limits, reconciling the professional "I" with the real "I" and the ideal "I" and with the professional consciousness of the professional environment. mechanism of personal and professional development. Reflective activity in the postmodern concept of development of reflectiveness of the specialist is an important factor for partnership, the principle of cooperation of the student with teachers in dialogic interaction on equal positions - with respect to others, their acceptance and self-respect and self-acceptance.

Personal-professional reflectivity of the future specialist can be considered as his ability to: 1) reflection of professional values, motives, needs, goals, interests, expectations, personal resources in self-actualization, learning outcomes, difficulties of professional development and strategies for their solution; 2) the use of reflective skills in order to transform activities at the creative level, improve the quality of business communication and professional life in general, the construction of their personal and professional development.

Socio-humanitarian postmodern science develops structures, pedagogical technologies, models of development of professional reflection in future specialists, using at the system level competence, personality-oriented, axiological, activity and phenomenological approaches on mainly practical principles as an integrated systemic postmodern approach. Implemented pedagogical approaches provide the formation of reflective competence of the future specialist in the educational process of higher education to gain experience of educational and professional professional self-realization in reflexively subjective activities.

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