

On Reflexive Skills and Competencies of the Teachers

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Abstract: In this article we consider the phenomena of reflection and educational reflection as a basis for the competence of educators to manage their behavior, as well as the skills to interact with the personality of the students and reveal the technological side of the educational process. The French economist and politician Jacques Delors justifies the four basic guiding principle – pillars of education, in conjunction with the concept of lifelong learning and education in the 21st century. The four main pillars of modern education, requiring the formation of four main groups of competences are: learning to know, learning to act (learning to do), learning to live together, learning to be. The effectiveness of a good teacher is a set of multiple knowledge, reflexive skills and competences, which are constantly developed and enriched. Especially significant from them, in our opinion, are having respect for others, empathy and congruence. The accumulated practical experience of teachers is not a sufficient condition for professional development. Only the constant reflection, analysis and transformation of their own experience has allowed them to develop their skills.

Keywords: Reflection, Educational Reflection, Reflexive Competencies, Empathy, “Action-Reflection Model”

1. Introduction

In today's context, the mental activity and creative initiative of specialists are an important prerequisite for the efficiency of professional activity. Professionals must possess a wide range of skills and competences, such as goal setting and organizing work, control and regulation.

Reflective skills and competences should also be included.

The purpose of this research is to reveal the essence of the reflexive-teacher's skills and competences in the context of reflection as a meta-theory.

We focus on this aspect of reflection as a problem, having in view what V. Vasilev [1] emphasizes: that the teaching profession is the most reflexive and the teacher's reflection is the most typical case of professional reflection and the most appropriate model on which this type of reflection can be studied with the greatest representativeness.

For the purposes of the scientific communication, we will interpret the basic concepts and theories related to the problem under consideration.

The term key competences is derived from the term competence (professional competence).

In most publications, "key professional competences" are

seen as common to all professions and specialties. Key competences are universal and applicable in different situations. The concept of "key competences" was introduced into scientific terminology in the early 1990s by the International Labor Organization and is interpreted as a general ability of a person to mobilize acquired knowledge and skills in the course of his professional activity, as well as to use generalized means of performing certain actions.

According to El Rogov, NV Kuzmina, OM Shiyan [8] the concept of “professional-competence 'means the totality of vocationally determined requirements for the teacher. It is used with terms such as "Qualification characteristics", "personality professiogram", "professional readiness", "professionalism". These categories have special meaning aspects and are used in different contexts.

The term competence comes from the Latin language and means "meeting together, agreement, symmetry" In The Dictionary of Psychology [4] under competence (social), is understood a complex personality trait that rests on the ability for effective and appropriate behavior in social situations.

The notions of the structure of competence reduce it to three dispositions: cognitive dispositions, reflexive dispositions, stimulating dispositions.

In the Encyclopedia of Psychology and Behavioral Science [5], the definition of competence identifies three components:

1. Possessing appropriate abilities and skills;
2. Legal qualification;
3. Whether a person's knowledge gives him or her the right to qualify for a given profession.

The concept of competence emerged in the 1960s and 1970s in Western literature, and in the late 1980s, also in the then Soviet literature. Even a special trend emerged - a competence approach to general and vocational education. [16]

V. Landscher [8] regards competence as having intermediate position between implementation and perfection in the system of levels of professional skill. He uses economic criteria and figuratively defines competence as a necessary condition for "specialist convertibility".

According to V. N. Vvedensky, NV Kuzmin, LM Mitina, TG Brage, EI Rogov et al. [2] The teacher's competences include:

1. The ability to act, subject to restrictions and prescriptions;
2. Knowledge, skills, habits, methods and techniques;
3. Effective application of knowledge and skills;
4. Value orientations, motives and attitudes;
5. Knowledge and experience in one area or another;
6. Informativeness;
7. Level of professionalism;
8. Creativity;
9. Qualities that ensure the solution of various tasks.

Knowledge (theoretical and practical) is a prerequisite for competence and standards in the professional field. In turn, competence involves multiple competencies whose levels are its product and result.

The term competence according to the Webster Dictionary [17] appeared as early as 1596. Competence is defined as the possession of knowledge and skills that allow one to act effectively in any field. The competence is considered as people's ability to put into practice their competencies. Knowledge and skills are the basis for the development of competences and a form for their expression.

In 1996 The Council of Europe defined several groups of competences that the modern man must possess for optimal intercultural, social, socio-political and interpersonal communication. The basis for their development are tolerance, ability for dialogue, self-actualization, self-education, congruence, empathy and more. - qualities that result from reflection.

2. Understanding of Reflexive Competence

In today's context, teachers' professionalism is associated with their competence (competence from Latin - relevant, capable). Competence allows them to effectively carry out their professional work. It is required not only to reproduce previously learned patterns and methods, but also to develop

new, creative approaches, as well as constant self-development, both professionally and personally.

2.1. Reflexive Competence

Reflexive competence is a Necessary Condition for Raising the Professionalism and Pedagogical Mastery of Teachers This is a relatively new concept within the framework of reflexive psychology. Reflective competence can be seen as a professional quality of personality, which allows the reflexive processes to be carried out most effectively. It promotes the process of development and self-development, promotes creativity.

V. A. Metaeva [6] regards reflexive competence as metacompetence, which is one of the key factors of personal and professional development in various spheres of human activity. The metacompetence feature is reflected in the fact that reflexive competence facilitates the effective development of all other types of competence.

For this reason, its development plays a crucial role in the educational process at every level of education and self-education.

Reflective competence is defined as an integral part of pedagogical and psychological training. An important part of training is to form habits for self-reflection.

Reflexive competence has a special place and role in the structure of professional competence of the teacher. The set of reflexive skills, habits and methods that make up the structure of the professional competence of the teacher forms a sustainable complex, whose main function is the self-assessment activity.

The effectiveness of control depends on the teacher's ability for reflection, allowing him to reasonably and objectively analyze his actions, judgments, behavior, to think about his activity, the correctness of his goals, the methods used, the techniques, his experience.

The most effective development of reflexive competence is achieved by using reflexive teaching methodology and creating acmeological conditions, more precisely the presence of a problem field, related to the updated professional experience of the teacher, organizing a reflective environment. In addition, the involvement of participants in reflective practices in the thinking and activity process is required to increase the effectiveness of training.

The result is the development of skills for overcoming conflict situations, abilities for group interaction and the enrichment of personal experience. The acmeological importance of reflective competence is that the ability to reflect and to know its mechanisms allows one to form one's own values and norms, as well as one's own development strategy.

The French economist and politician Jacques Delors in a UNESCO report on 21st Century education entitled (Learning: the Treasure Within) formulates the four pillars (principles) of modern education, requiring the formation of four basic groups of competences, respectively.

Learning to know. This principle applies to acquiring social, cognitive and specialized concepts in all educational

fields. Combining them serves as a basis for improving lifelong learning.

Learning to do. The second pillar in modern education is about nurturing skills that guarantee the universality of children's experiences - opportunities to apply their own strategies in a variety of situations in the absence of a well-defined scheme. This principle applies to the acquisition of social, cognitive and specialized notions in all educational areas. Combining them serves as a basis for improving lifelong learning.

Learning to live together with other people, understanding and respecting their history, traditions and cultural values, recognizing their peculiarities and their right to be different. It is about accepting diversity and tolerance.

Learning to be. The last pillar of education includes self-knowledge, self-independence, critical thinking and creativity so that everyone can make the best decisions in different situations and develop independently the full wealth of their personality.

In our view, in the reflective experience of the individual, and in particular of the teacher, the most important of these competence groups is congruence (learning to be ourselves).

2.2. Reflective Competence

Reflective competence Can be seen as a system-forming component of professional pedagogical activity and as a quality of personality, allowing the most effective and adequate realization of reflection, which ensures development and self-development, promotes creativity in educational and professional activity.

Table 1. Reflective skills are connected with the structure of activity, represented by the following elements: purpose, methods, result.

Structure of the activity	Reflective skills
Objective of the activity	Objective of the activity To evaluate the requirements for the ideal (norm) from an axiological position; to assess the desired aim on the basis of diagnosis - analysis - prognosis, to assess the goal on the basis of diagnosis - analysis - prognosis; to correct the goal-in accordance with the value requirements of the activity.
Modes of activity	Assess the logical paths of the activity; evaluate logical opportunities for activity; to be prepared to review your actions.
Result of the activity	To evaluate the effectiveness of the activity; to forecast the end result of activity; to evaluate the relevance of the product of the activity, taking into account internal and external criteria.

Formation of reflexive skills in the process of teacher training and retraining can be seen as a goal and strategy of learning for any level of education, insofar as reflexive demand is "actively constructed knowledge" [18].

It is related to the learners' own interests and the previously acquired knowledge and experience. The technological provision of reflexive training is aimed at combining certain tools and methods that ensure the realization of the diagnostic goals set by the teacher and the training goals.

It can be said that the overall development of reflection affects different aspects of the formation of mental (intellectual) abilities.

Reflexive skills have the following signs: application to different subject content, variability, awareness of the actions performed, which gives reason to reflect the reflexive attempt as a generalized reflective skill of the subject, in particular

Reflective competence is related to the psychological qualities of the subject, the most important of which are: self-criticism, self-esteem, self-analysis and self-control.

In their scientific studies S. V. Sidorov, A. G. Gavrilov [10], I. N. Semenov, A. V. Khutorsky, S. Yu. Stepanov, etc. make Structural Content Analysis of Reflective Competencies

S. Yu. Stepanov [9] derives a reflexive model of learning, which is based on continuous systematic reflection and can be represented through a process of thorough rethinking of experience. The main principle is that the existing situation and experience of the subject can not serve as a tool or a prompt for creative solution of any problem. Existing experience is only the basis for expressing the faculties of the individual providing the reflective process.

2.3. Understanding of Reflexive Skills

The formation of reflexive skills in the preparation of competitive, competent specialist is a systematic factor in accordance with the transition from the lower to the higher level - from "phenomenological" (or substantive) to "axiological" (or systemic).

From this point of view, M. N. Demidko [3] refers to the group of reflexive skills, those that provide the reflexive-axiological component of the creative activity of specialists. He describes the reflexive skills in relation to the structure of the activity, presented in the form of the following elements: purpose - method - result. Each structural element of the activity is provided with appropriate reflective skills.

the teacher.

We accept that reflective skills include: correct formulation of goals; their specification in one or another tasks; achieving consistency between the curriculum content and the tasks assigned; effective application of methods, techniques and means of pedagogical activity; achieving consistency between the teacher's overall pedagogical experience and the regularities and rules offered by modern sciences.

Reflexive skills have their place in the teacher's exercising a corrective self-assessment activity. It is usually associated with the final stage in solving pedagogical tasks and is understood as a kind of procedure for summarizing educational and learning activities [19].

In our opinion, not all teachers have a high level of reflection, which indicates the need to study and diagnose reflective skills, as well as reflective culture and reflective competence.

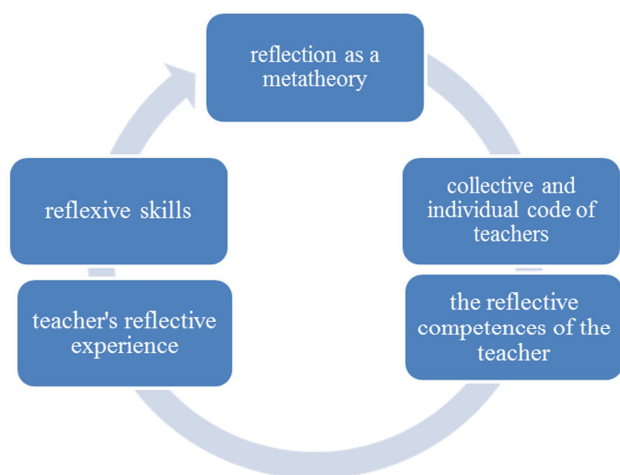


Figure 1. Reflexive competence is a part of pedagogical and psychological training of the teacher.

The study of conscious regulation (self-regulation) of professional-activity on the basis of the reflection formed in the specialists is especially topical. Using reflection, the specialist objectively evaluates their professional activity and predicts its results, as well as carries out reflective management of this activity. In today's context, the mental activity and creative initiative of specialists are an important prerequisite for the efficiency of professional activity.

In our view, reflection plays a crucial role in overcoming the professional difficulties of the teacher. The priority task for the teacher is to use reflection as a tool for solving pedagogical problems and problematic situations.

Reflective competence is defined as an integral part of pedagogical and psychological training. An important part of training is to form habits for self-reflection.

Therefore, pedagogical reflection is not just a reflective position of the teacher to himself, but is such a professional self-awareness in which reflection comes as a means and a way to solve problems.

The problem of reflection, as a metatheory, the reflective skills and competences of the teacher, logically point us to the need to focus on one of the theoretical models of reflective meaning that has been determining educational practice in Scandinavian countries for about 30 years. These are countries that have built knowledge economies, investing in the personal factor and always occupying the first place in the world according to the Human Development Index.

The theoretical model is called the "model of action and reflection" and was created by the Norwegian teachers Per Lauwas and Gunnar Handal.

The model is related to a reflexive approach that is focused on supervision in teaching, the idea being to create more awareness about cognitive values and strengthen professional identity.

It is agreed that the "model of action and reflection" is the most influential model among educational theories in Norway and in other Scandinavian countries from 1980 to the present.

According to Skagen [15], through the national training

and counseling program at Norwegian colleges, this model has become the normative base of a whole generation of teachers. It has influence in all Scandinavian countries.

The most commonly used terms in the model are: action and reflection; reflection; a guide that reflects actions; supervision.

According to Carson and Wirkeland [11], the model is also important for "education in early childhood".

The reason for the emergence and development of the model is criticism of strong governance in the pedagogical process.

The main thesis is that university teaching should be adapted to the wishes of practicing teachers.

The Thinking and Action Model enables teachers to gain insight into their professional identities, to accurately determine their own actions and reflective competences.

In fact, teachers develop their own repertoire of action, by focusing on a problem or difficult issue, focusing on informal supervision.

Supervision varies depending on the experience of teachers. Beginner teachers need guidance to clarify their professional identity.

More experienced practitioners will need guidance to counteract stagnation. In a number of their works, Gunnar Handal and Per Lauwas present a general strategy that they believe can be implemented in different educational spheres. The aim is to improve teaching standards and to humanize the relationships between the two main participants in the teaching process.

In 1987 Lauwas and Handal support the theory that practical theory of the teacher can be understood as a metatheory in which the personal experience, knowledge and core values intertwine. They provide a "framework for understanding the source of teacher's practical theory."

In 'Lessons and Practical Professional Theory' [14], lessons are interpreted as 'reflective practice', incorporating theoretical, practical and ethical considerations. The aim is not to overburden pedagogical practice with prejudices. It is based on professional theory that involves professional action.

'Practical professional theory' is a safe and flexible basis for action. It is not a real practice, but a "reflective practice" in which theoretical and practical reasons and motives are tested together with ethical considerations.

Professional competence must be continuously developed, supervision plays an important role in this process.

Lauwas and Handal describe how supervision should be conducted to enhance the practical theory of personality so that it is the basis for conscious reflection and action.

Who influenced Gunnar Handal and Per Lauwas?

The authors adopt elements of S. Kierkegaard's philosophical views and Donald Schoen, from C. Rogers' client-centered therapy and, above all, from Dan Ole W. Thomsen and his idea that teaching teachers should be involved in determining the criteria for good teaching [20].

Gunnar Handal and Per Lauwas also use ideas from the practical theories of Arfwedson, Chris Argyris, Bernstein,

Lundgren, Sarason, and in the spirit of humanistic psychology and non-directional pedagogy, focus their attention on the subject's impressions; i.e. how the persons perceives themselves and what influence they have on their behavior, their needs, feelings, values, beliefs. They are also based on reflective practice and learning experience.

Norwegian researchers distinguish between collective and individual teachers' code. The teachers' individual code is linked to their "practical theory" of teaching, which, from the authors' point of view, is subjectively the strongest factor in their educational practice.



Figure 2. *Reflective practice of the teacher includes theoretical, practical and ethic considerations.*

3. Conclusion

The reflecting subject can be both individual and collective, but in both cases the reflection involves rationalizing, analysis and design, acquiring a special personal plan for each participant in the reflective activity.

Reflection in the professional activity of the teacher allows him to "look at himself", to analyze his thoughts, feelings and actions, and, if necessary, to adjust his knowledge and ideas, his value orientation, activities and interactions with other entities. The teacher's ability for reflection, his reflexive skills and competences largely determine the success of his professional activity in new conditions for him.

The teacher's theoretical and practical readiness to perform his or her professional activity implies the existence of an individual code. It manifests itself in knowledge, transfer, experience, ethical and political prerequisites. It expresses itself in the ability to think and presupposes the formation of reflexive, prognostic and analytical skills, supported by the humanistic qualities of the teacher, first of all, we must point out the congruence and respect for the student's personality.

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