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**Reflection: the nature and development in the professional training of
future managers**

**Рефлексія: сутність та розвиток у професійному навчанні майбутніх
менеджерів**

Abstract: situation of professional training for a student when particularly relevant become introspection and self-esteem by him his professional «Self» is potentially reflexive. Thus, the author analyzes the development of scientific ideas about the nature of reflection as a psychological mechanism of mental existence and identity of an individual at higher stages of his personal development. The author proved that in the context of goal formation actualized such aspects of activities that related both with the substantive transformation of the situation and the mechanisms of personal transformation. The author analyzes the concept of «reflexive situation», which refers to a set of internal and external factors which determine the process of entering the consciousness of the individual into the introspection, self-knowledge, carried out on a specific emotional background. The author concludes that the result of reflection might be changes in the dynamic system of self-consciousness, which is the unity of steady and variable components of the «self-concept» and self-identity. The author states that the training technology are aimed to form the students - future managers the capacity for reflective professional self-regulation, which is based on the principle of «reflexive situation» and conduct reflective dialogues, professional psychological counseling and more. The main tasks of training technologies that contribute to form the professional skills of begginers has been allocated.

Keywords: professional training, professional development, reflection, reflective situation, self-consciousness, social-psychological training.

Анотація: життєва ситуація професійного навчання студента, коли актуальною стає самооцінка та самоаналіз ним свого професійного «Я» за своєю природою потенційно вже є рефлексивною, адже студенти вдаються до рефлексивної саморегуляції. Отже, автором здійснено аналіз розвитку наукових уявлень про природу рефлексії як психологічного механізму існування психіки

та самосвідомості індивіда на вищих етапах його особистісного розвитку. Доведено, що у контексті процесу цілетворення фокусуються аспекти діяльності, пов'язані як зі змістовним перетворенням ситуації, так і з особистісними механізмами цього перетворення. Автором проаналізовано поняття “рефлексивна ситуація”, під яким розуміється сукупність внутрішніх та зовнішніх чинників, які детермінують процес входження свідомості особистості у режим самоаналізу, самопізнання, що здійснюються на певному емоційному фоні. Автор приходять до висновку, що результатом рефлексії є зміни в динамічній системі самосвідомості, що являє собою єдність усталеного та змінного компонентів у “Я-концепції” та самооцінці особистості. Автор констатує, що саме тренінгові технології навчання спрямовані сформуванню у студентів – майбутніх менеджерів здатності до рефлексивної регуляції професійного самовизначення, що побудована на принципі створення “рефлексивної ситуації” і проведення рефлексивних діалогів, професійно-психологічного консультування тощо.

Ключові слова: професійне навчання, професійне становлення, рефлексія, рефлексивна ситуація, самосвідомість, соціально-психологічний тренінг.

Statement of the problem. Analysis of the psychological literature on the professional training suggests that lot of researches emphasis on the need to study the role of the subject in the process. This requires a better understanding the reflexive mechanisms as those that provide self-analysis and self-assessment of personality traits, comparing them to the requirements of their future profession. While professional training is vital clarification statement promising prospects and professional goals, which is certainly due to the reflection of the students need-motivational and emotional spheres. In the study of management the social-psychological training takes the higher role. Recently, the scientists paid the considerable attention to the implementation of active studding in the pedagogical process of training the future managers of organizations (A. V. Aksenova, L. Bondarev, O. Verbitskyu, A. S. Nisimchuk, I. M Nosachenko, A. S. Padalka), training studding (G. O .Kovalchuk, O. Kuklin, A. I. Shcerbakov). Despite the presence of a large number of scientific studies, the problem of developing the

teaching methods and means of social-psychological training courses in the professional education of future managers require detailed consideration.

The aim of the paper is to determine the nature and development reflection in the professional training of future managers.

The main objective of the article are: 1) to analyze the development of scientific ideas about the nature of reflection; 2) to cover the mechanisms of reflection; 3) to analyze the concept of «reflexive situation»; 4) to identify the main tasks of training programs for developing the professional abilities and skills of future managers.

The concept of «reflection» has different definitions depending on the context in which it is considered. In psychological and pedagogical terms reflection means more or less clear understanding human's mental processes, actions, states, personality traits and their changes during development in various environmental conditions. The word «reflection» comes from the Latin «reflexio» and translates as appeal elapsed. There are different definitions of the term in scientific dictionaries. Thus, in the philosophical dictionary reflection is defined as a form of theoretical activity of social developed human that directed at understanding person's actions, activities and reveal the specificity of the human mind (Константинов, 1967, p. 311). In this sense the essence of reflection is identified with self-knowledge.

In modern psychological science, there are other attempts to define the meaning of this concept, but there is no universally accepted definition of «reflection». Thus, reflection is understanding as: 1) the type of knowledge, when in the process of any activity the human becomes the object of his own observation; 2) reasoning, analysis of own mental states; 3) the process multiplied mirroring each other, understanding by the human how he perceived and evaluated by other people (Горноста́й, Титаренко, 2001, p. 105-106).

It should be noted that the problem of reflection in different branches of science has a difficult development history. It first appeared in the philosophical writings. In ancient concepts of psychology and philosophy the concepts mind and reflection are not differentiated and generalized marked by the notion of "nous" (Петровский, Ярошевский, 1998).

In the ancient Greek philosophical ideas of the philosopher Plotinus (third century AD) the psychology science for the first time in its history becomes a science

of consciousness, understood as selfconsciousness (Петровский, Ярошевский, 1998, p. 39). One aspect of directing soul, Plotinus identifies with the direction of orientation for itself, for own actions and invisible content. It (the soul) looks after the inner human work as the «mirror». Centuries later, this human's ability to feel, to have an experience, to remember and think and have internal representations of these functions is called reflection. The reflection opened by Plotinus could not be explained by any physical causes, processes in the human's body and so on. Therefore, it seemed self-sufficient entity. And it remained for centuries, becoming the basic concept of introspective psychology of consciousness.

Subsequently, reflection, as a separate concept received further development in the classical German philosophy. Locke, Kant emphasized that without reflection is impossible to judge and comparisons of knowledge therefore thinking . Fichte argued that reflective thinking creates the «Self» of human, thus emphasizing the role of reflection in the formation of personality. Hegel, in fact, outlined the mechanism of reflexive process as one that goes beyond the immediate. During the reflective action the process of thinking splits into two features – simulate and design contents. «The movement of reflexion ... should be understood as an absolute push back into itself» (Петровский, Ярошевский, 1998, p. 470). These ideas about the nature of reflection are reflected in the development of further researches: P. P. Blonskyy, A. Bauzeman, L. S. Vygotskyy, S. L. Rubinshteyn.

The development of scientific understanding of nature and content of the mechanisms of human mind and self-consciousness has led to an improvement the concept of reflection as the essentially psychological mechanism of personal development of the individual.

L. S. Vygotskyy (Выготский, 1984), S. L. Rubinshteyn (Рубинштейн, 1973) understood the reflection as human understanding the patterns and mechanisms of his activities, social and individual ways of being, not only as an introspection of their own psychics, but also as the understanding of the life's program, the principles of correlations the goals, values and expectations, attitudes and aspirations. The emphasis in their theoretical developments puts not on the self-esteem but on the individual assessment of environmental conditions and his own activity in it. Thus, the study of self-consciousness develops into the study of consciousness.

S. L. Rubinshteyn, L. S. Vygotskyy, I. S. Kon, I. A. Zyazyun, H. Shelski, K. K. Platonov, V. Bohin, B. Yudin and others propose to consider the reflection as the

system of attitudes by the human to himself, and as one of the most important characteristics of self-consciousness.

There are several directions in researching reflection nowadays. I. M. Semenov and S. Y. Stepanov (СЕМЕНОВ, СТЕПАНОВ, 1985) made the classification of experimental study of reflection:

- cooperative (N. H. Aleksyeyev, I. D. Hlyachkov, H. P. Schedrovytskyy, etc.);
- communicative (O. O. Bodalov, H. M. Andryeyeva, H. S. Suhobska, V. M. Koziyev, A. P. Sopikov, etc.)
- personal (N. I. Hutkina, O. R. Novykova, I. M. Semenov, S. Y. Stepanov, etc.)
- intelligent (N. H. Aleksyeyev, V. V. Davydov, A. Z. Zak etc.).

The first two aspects are highlighted in the studies of collective forms of activity and communication that they mediate and the other two - in private forms of thought and consciousness.

H. M. Andryeyeva (Андреева, 1980) understood the reflection as a process when communication partners can twice mirroring each others. Reflection is evident in the way in which an individual perceived by their partner. A. A. Bodalov (Бодалев, 1968), studying the patterns of understanding the person by others, describes the processes that take place in communication and determines them as reflective. These are: facial expressions and pantomymyka, gestures and posture, etc.

H. P. Schedrovytskyy examines two aspects of reflection, the most important in the process of activity: a) reflection as a process and a special structure of activity and b) as a principle of deployment the patterns of activity (Щедровицкий, 1974, p. 20). He examines the relationship between a person and his activities – at the first place, future activities that will be designed – at the second place.

V. V. Davydov and O. Z. Zak (Давыдов, Зак, 1995) formulated the position of two types of reflection – formal and content. The content reflection is seen as a process of reflection that is relevant to the high level of reflexivity (the ability for reflection) and which is formed later in ontogenesis. The formal reflection is a process of reflection, which corresponds to a lower level and starts to function before. An important condition for content reflection is that: the person is interested in the inclusion to an activity and as a result – the reflexivity has been developed in this area (Давыдов, Зак, 1995, p. 69).

In the psychological literature, reflection and the related concepts sometimes presented identically.

Among the researchers who have studied the reflection in the personal direction can be called: I. S. Kon, I. M. Semenov, V. I. Slobodchykov, Y. I. Isayev, S. Y. Stepanov, I. I. Chesnokova, B. V. Zeyharnyk, A. B. Holmohorova, Y. S. Mazur, V. K. Zaretskyy, A. Bandura and others. In their works they consider the reflection as the return on knowledge itself; the category of consciousness; the mechanism of self-regulation; the phenomenon associated with the locus of control.

A. P. Ohurtsov argues that reflexivity – is one of the most significant feature of human consciousness, without which its normal formation is impossible (Ладенко, 1987, p. 14). We agree with this position and believe that a reflection is arised from the reflected nature of the human consciousness, which is determined on the one hand, by the physiological and anatomical structure of brain, on the other hand, by the social nature of human existence. Reflection is thus evident, is formed and developed within the consciousness of the individual. However, the levels of its development depends on many factors, including social.

M. V. Savchyn, M. O. Student (Савчин, Студент, 2003) considering the reflection in the process of students' professional teaching and distinguish their two main mechanisms: control-evaluation and design-creative. The first lies in controlling of the process of activities, assessing the reality of goals and compliance tools to achieve them, comparing the results obtained with the original purpose and so on. The control-evaluation mechanism is self-control, self-esteem, identification, assessment objectives and monitoring their achievement (Савчин, Студент, 2003). The second, design-creative mechanism operates to a higher level of creative activities (Савчин, Студент, 2003).

In the professional training of youth the function of control-evaluation mechanism is based on the creating the images professional future, which becomes concrete in the form of individual professional plan. The function of design-creative mechanism of reflection is revealed in the acts of self-actualization, self-creation, unique "Self".

In the process of professional training determines person's life perspective, sets long-term goals. Exploring the types and functions of reflection in the context of goal setting, A. B. Holmohorova, V. K. Zaretskyy, I. M. Semenov (Савчин, Студент, 2003) point out that the problem of goal setting is accented two aspects: subject and personal.

The first aspect is related on understanding the subject situation, conditions of work, which is essential for achieving the overall goals and determine trends of transforming the subject matter. Second, the personal aspect, appears, on one hand, as a person's reflection own aims and difficulties along the way of achievement professional goals (the reflection of own "Self") (Савчин, Студент, 2003).

Essential in the study of the sense of reflection is to determine the psychological conditions of its manifestation. To schedule an answer to this question, we introduced into the scientific research the term «reflexive situation», which describe the set of internal and external factors which determine the process of entering the consciousness of the individual mode of introspection, self-knowledge, carried out on a specific emotional background. The impetus, the starting point of reflection is inconsistency personally meaningful information or a problem situation in cooperative activities and others. Real understanding, comparison, analysis give rise to comprehension, form the information content of the mechanism of thinking.

The result of reflection is changes in the dynamic system of a person's self-consciousness, that is the unity of steady and variable components of the «self-concept» and self-identity. The main determinant of a reflection is the person's activity in the direction of development self-consciousness, his «inner intention» (Титаренко, 2003). A person always makes a choice and inaction - is also a choice. It's unable to change the person's direction if he does not want something to change drastically in his life, if his motivation for change is unstable, borrowed from someone (Титаренко, 2003, p. 200-201).

Thus, reflexive situation is a collection of vitally important for the individual controversy, which he is actively seeking to resolve in the absence of known methods to solve them (or when do not work algorithms known from the previous experience) through reflective (thinking) go beyond limits of the current situation (decentration), distancing from its awareness of all relevant factors and conditions, and finding innovative ways of further implementation activities (practical and intellectual). The main results for reflexive situations is expansion and restructuring the person's self-consciousness, which is reflected in future activity and accompanied by certain experiences.

However, not every problem situation turns into a reflexive. Faced with the problem the person can act in different ways: in a position to become an active leader in order to find the best way to solve it or lean to avoid the problem as a source of

anxiety, uncertainty, painful emotions and unpleasant thoughts. The causes that determine these two opposing behavioral strategies are rooted in the deep structures of a particular individual, his cognitive, emotional, volitional individual scopes and might be investigated according to the individual level.

Being the subject of management activities the managers carry out different functions in organization. Among them there are three main. First is that he determines the direction of movement of the organization, decides the decision-making and allocation of resources, provides ongoing adjustments and so on. The right of decision-making belongs only to the manager. He is responsible for the consequences of the decision. Therefore, the manager should not only be able to choose the best option solution, but also to guide the collective action in a certain direction. Besides, the manager performs an information role, which is that the manager collects information about the internal and external environment, provides orders and instructions. The outcome of his work depends on quality of submission the information to the members of organization. Thirdly, the manager acts as a leader, forming the relationships within and outside the organization, motivate its members to achieve goals, coordinate their efforts and, finally, acting as the representative of the organization. Therefore, the manager must have the formed leadership skills (Весин, 1993).

The professional education of specialist must respond the challenges that have to solve it within their chosen profession. The analysis of the specific professional manager's activity allows us to identify the main types of his professional skills, the development of which is indicated by the high level of formation the professional competence and provides his competitiveness in the labor market. In particular, these skills include: the ability to make innovations in standard and non-standard situations; the ability to generate ideas and turning them into new technology for making profit; the ability to respond quickly to the demands of society; the development of professional intuition; willingness to take risks and to manage risk; willingness to assume responsibility.

To develop the technologies to optimize the formation of professional competence of future managers the particularly important value reveals to the labor scholars which disclose the nature, contents and forms of active social-psychological study (A.V. Goralskyy, A.H. Hretsov, I.V. Dubrovina, L.M. Karamushka, Z.G. Kisarchuk, O.V. Kostyuchenko, N.I. Pov'yakel, N.Y. Hryasheva, L.I. Shrahina, T.S. Yatsenko and others).

We support the idea of L.M. Mitin that the professional development is inseparable from the personality (Митина, 1997). Talking about the requirements to the overall personality development in the profession of type «human-human» we must note that the individual maturity is an integral component of his successful professional formation (Пиняева, Андреев, 1998, p. 9). Just an active socio-psychological study contributes to a supportive environment for self-development of the individual as a person and as a professional because a professional as a person exists only in the process of self-determination and development (Рац, 1998, p. 102).

The main tasks of the training programs are:

1) The task of motivation and forming the positive attitude towards future careers that due to the need to form a desire to master by training participants the new management activities to determine the meaning of it for yourself and to understand its value. The evidence of high motivation of future managers is a steady desire to be a leader that includes self-confidence, willingness to make decisions, the high level of responsibility and enthusiasm, persistence and consistency in the implementation of common aims. These qualities characterize a high degree of social leader's activity. The motivational target component involves the development of reflection that comes out in the ability to control the performance consciously and the level of personal development, personal achievements; the formation of important for the manager qualities and characteristics, a tendency of introspection and expanding their professional knowledge and capacity.

The components of value-motivational feature of the person is meaning formations that are the open system of personal meaning. The system of personal meaning is open, not an isolated because it changes with the development of person, there life experiences, acquires new senses, makes it possible to define and implement own internal regulation of behavior by changing unconstructive behaviors from «I'm not a professional» to «I'm the beginner».

2) The task of forming perceptions of future managers. It should be noted that we are talking about the formation of ideas, not the concepts. Training is not a lecture, so the training task is not to learn deep. The quality of acquirement the new system of skills depends on trainer's proficiency and group readiness to accept new concepts.

3) The task of forming abilities. Under the skills we mean a person's ability to apply knowledge and skills in accordance with the terms of the particular situation.

The main factors for the training's success, in our opinion, are the following: 1) a professional trainer, properly selected methodological tools and training methods; 2) the individual of trainer; 3) inner motivation of participants to take part in the training course; 4) field organized space for classes.

During the training sessions an enrichment of innovative experiences of participants as independent assimilation of new knowledge and its processing are carried out by reference to a productive search form information and representations in the mind of the individual social-experience.

The training technology in the learning of future managers directed to their adaptation to future careers, to develop their professional educational interests and skills, to form the professional competence as to be competitive in the job market.

Conclusions

S. L. Rubinshteyn, L. S. Vygotsky, I. S. Kon, I. A. Zyazyun, H. Shelski, K. K. Platonov, V. Bohin, B. Yudin and others propose to consider the reflection as the system of attitudes by the human to himself, and as one of the most important characteristics of self-consciousness. Among the researchers who have studied the reflection in the personal direction can be called: I. S. Kon, I. M. Semenov, V. I. Slobodchikov, Y. I. Isayev, S. Y. Stepanov, I. I. Chesnokova, B. V. Zeyharnyk, A. B. Holmohorova, Y. S. Mazur, V. K. Zaretsky, A. Bandura and others. In their works they consider the reflection as the return on knowledge itself; the category of consciousness; the mechanism of self-regulation; the phenomenon associated with the locus of control. By the position of A. P. Ohurtsov a reflection is arised from the reflected nature of the human consciousness, which is determined on the one hand, by the physiological and anatomical structure of brain, on the other hand, by the social nature of human existence. Reflection is thus evident, is formed and developed within the consciousness of the individual. M. V. Savchyn, M. O. Student considering the reflection in the process of students' professional teaching and distinguish their two main mechanisms: control-evaluation and design-creative. The first lies in controlling of the process of activities, assessing the reality of goals and compliance tools to achieve them, comparing the results obtained with the original purpose and so on. The control-evaluation mechanism is self-control, self-esteem, identification, assessment

objectives and monitoring their achievement. Reflexive situation is a collection of vitally important for the individual controversy, which he is actively seeking to resolve in the absence of known methods to solve them (or when do not work algorithms known from the previous experience) through reflective (thinking) go beyond limits of the current situation (decentration), distancing from its awareness of all relevant factors and conditions, and finding innovative ways of further implementation activities (practical and intellectual). The main results for reflexive situations is expansion and restructuring the person's self-consciousness, which is reflected in future activity and accompanied by certain experiences. The main tasks of the training programs are: 1) to motivate and form the positive attitude towards future careers; 2) to form perceptions of future managers; 3) to form abilities.

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